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ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic skills, this curriculum guide for grade 6 deals with the how and why of traffic safety. Based on the introduction to highway safety rules and laws that students have learned in grades K through 3, the program for grades 4 through 8 emphasizes decision making, using good judgment, taking the safest actions, and the importance of obeying rules and laws. Introductory information provided for the teacher includes instructions in using this program and an explanation of student evaluation methods. The three lessons on traffic safety, which are identical for grades 4, 5, and 6, cover the following subjects: the street as a hostile environment; decision-making in the hostile street environment; and communication, predictability, and traffic safety in the hostile street environment. Then for the topics of bicycle, pedestrian, and passenger safety, each guide explores a different topic; in grade 6 the lessons focus on the bicyclist's communication with other highway users, the pedestrian's eye-to-eye communication with drivers, and safety for passengers of special vehicles (campers, mobile homes, motorcycles, and pickup trucks). Each lesson contains a complete plan, incorporating objectives, key points, a list of needed materials, suggested activities, student assessment procedures, and additional resource materials. (ELG)

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ARIZONA
TRAFFIC SAFETY EDUCATION

ED159466

CE 018 052

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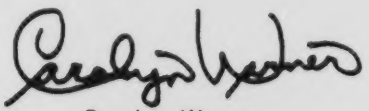
FOREWORD

Educators, legislators, and citizens from every walk of life in each of the fifty states are studying ways to accommodate boys and girls in our ever-increasing mobile society. With the greater rate of mobility among people comes the need for safety education to assist each child in maintaining a safe and comfortable life. Safety education has long been an integral part of instructional programs in our schools, but we are now attempting to focus on safe highway education through a sequential system of concept development. Basic understandings and safety-oriented attitudes of young people toward responsibility as pedestrians, bicycle riders, and passengers will serve them well through their growing years and into the time when they are driving their own cars.

The Driver and Safety Education Division, Department of Education, in cooperation with the Mesa Public School System, has prepared this Resource Guide for elementary teachers to assist them in helping children develop awareness of their responsibilities as highway users. It is our hope that the Resource Guide aid in cutting across the fabric of the total elementary school program.



Carolyn Warner
Superintendent

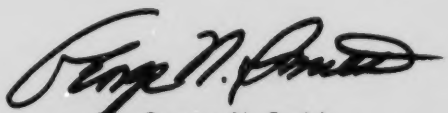
INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.



Dr. George N. Smith
Superintendent
Mesa Public Schools

TO THE TEACHER:

The lessons contained in this curriculum do not deal specifically with learning rules and laws related to pedestrian, bicycle, and passenger safety. These lessons were developed on the premise that most students by the fourth grade have already gained this basic knowledge. This will be especially true as students are exposed to the K-3 lessons.

In the preliminary implementation of the 4-8 lessons, therefore, you may find it necessary to provide information on rules and laws before beginning the program.

In essence, the K-3 highway safety lessons teach WHAT a person should do in traffic situations. The 4-8 lessons teach the more complex HOW and WHY of highway safety. The HOW deals with making proper decisions, using good judgment, and taking the safest actions. The WHY deals with understanding the need for rules and laws and the importance of obeying them. Throughout the 4-8 lessons the understanding and responsibility of the individual highway user is emphasized.

Good luck, and our sincere appreciation to you for your genuine interest in the safety of your students.

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	○											
Bobby R.	✓												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13

TRAFFIC SAFETY CONCEPTS – FOURTH THROUGH SIXTH GRADES

LESSON ONE

"THE STREET: A HOSTILE ENVIRONMENT"

OBJECTIVE ONE

Given a picture of a street environment, the student will *identify* traffic dangers and *describe* why the street is a hostile environment.

KEY POINTS

1. The street is a *hostile environment* because it is made for the operation of heavy, high-speed vehicles and people can, and *do*, get hurt there when they do the wrong things.

2. Some of the *dangers* which make the street a hostile environment are:

   a. heavy traffic

   b. fast traffic

   c. objects which block view or movement

   d. special vehicles (heavy trucks, emergency vehicles, etc.)

   e. drivers breaking traffic laws

   f. turning cars

   g. backing cars

MATERIALS NEEDED

For each student make a ditto copy of "Dangers That Make The Street A Hostile Environment." (Optional for Activities 1, 2, 3)

Make ditto copies of the chart "Dangers In The Hostile Environment," one for every three students. For each three students, a pencil and heavy cardboard backing or clipboard for the chart. (Activities 2, 5)

Masking tape or chalk for setting up a simulated street corner. See "Directions For Setting Up A Simulated Street Corner," included with this lesson. (Activity 3)

Mural-size sheet of butcher paper, pencils, crayons or markers, construction paper, and straight pins. (Activity 4)

For each student make a ditto copy of the graph "Dangers in The Hostile Environment." (Activity 5)

For each student make a ditto copy of the "Assessment, Trafficville." (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. On the chalkboard, write "HOSTILE = DANGER!" Explain to students that the street is an *unfriendly* place. It is a *hostile environment* (place). This is because the street was made for high-speed activity of vehicles (cars, trucks, motorcycles, etc.) not for people. Even being very careful, doing all the right things, you may be hurt or even killed in the hostile environment of the street. Unless you are very careful (do the right things) you may be hurt, or even killed.

   Ask students to describe how the street can be *hostile*, then add to the list of dangers from the sheet "Dangers That Make The Street A Hostile Environment." REMEMBER: Regardless of what is happening in the street, it is still *HOSTILE*. The street was made for the high-speed vehicles, not for people.

   You may wish to ditto copies of the "Dangers" sheet for each student.

2. Begin as in Activity 1. Add a discussion of traffic dangers students saw on the way to school and prepare for a *walking tour* to a nearby intersection.

   Have students form teams of three and provide each team with a copy of the chart "Danger In The Hostile Environment," fastened to cardboard or a clipboard. Be sure all teams have pencils.

   Take a walking tour to a busy intersection. Instruct students to stay with the group and walk in an orderly manner. Teams should:

   a. Place a check mark (✓) on the line after each danger they see on the way and at the intersection. Each time a danger is seen, add another check.

   b. Teams should find as many dangers as possible.

   c. Unlisted dangers may be added at the bottom of the team chart.

   NOTE: You may wish to mark your own copy of the chart during the tour. If students need extra guidance, stop at points along the walking tour and discuss the dangers seen at that particular spot.

Upon returning to the classroom, have students total the number of times they saw each danger and write the totals on the right side of the chart.

Discuss with students the dangers they observed. Have them note the ones that were greatest in number. Have students describe why the things they saw cause the street to be hostile. (Note: See Activity 5 for related activity.) *Emphasize* that the street is an unfriendly (*hostile*) place. It is for cars and other vehicles, not for people. Even if you do all the right things, you can still be hurt or killed there.

3. Begin as in Activity 1. Add a *simulated street situation.*

   Set up a simulated street corner as shown in the attached instructions. You may add more to the situation by including driveways, railroad crossings, signs, etc.

   Explain that small groups of students will be asked to "show" the rest of the class a particular danger. Divide students into groups, show them the simulated street corner, and tell them to pretend it is a real corner. Then:

   a. Have each group choose a danger from the "Dangers" list.

   b. Have students decide what they will be and how they will show the dangers. (For example: *backing cars* – one student can be a car backing out of a driveway near the intersection. Other students can be pedestrians and/or bicyclists. The students can show what happens (car hits students) if they don't watch out for the dangers.)

   c. Next, have the groups act out their danger by showing what might happen.

   d. Other students can then describe the dangers shown in this simulated hostile environment.

   e. Action continues with different groups acting out each danger.

   AGAIN STRESS: The street is hostile. It is for vehicles, not people. Even if you are very careful, it is a *dangerous, unfriendly* place.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Using mural-size butcher paper, have students work in small groups to construct a street scene which shows dangers.

   For example: One small group can sketch in the streets, driveways, intersections, and alleys. Others may draw and cut out objects such as cars, bushes, people, traffic signs, etc. The students may take turns pinning their objects on the scene.

5. If students took the tour of nearby streets in Activity 2, you may wish to have them complete the bar graph provided with this lesson.

   Working with their original groups of three they should:

   a. Count all the vehicle dangers marked on their vehicle chart. (Give the total for all vehicle items 1 through 8.)

b. On the graph locate the word "vehicle." Go across that line until they come to the horizontal line which gives the number of vehicle dangers they saw. Place a dot (•) at the point where the two lines intersect or cross each other.

c. Complete the same steps for each of the other kinds of danger (human or animal, things, and places).

SUMMARY

When a person enters the street, as a pedestrian, bicyclist, or passenger, he is entering a *hostile environment*. Discuss some of the *dangers* which make it so. Point out that in later lessons, students will learn how to be *safer* in the hostile environment. But the main thing is to remember that the street is *always* hostile and no matter how carefully they act people can, and do, get hurt there.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute one copy of the assessment exercise (Trafficville) to each student. Have students circle the traffic *dangers* which make the street hostile and that could cause injury to people. Have students write in their own words (on the back of Trafficville) why the street is a *hostile place (environment)*. An assessment answer key is provided. To achieve the objective, students should identify 5 dangers and correctly describe why the street is a hostile place. Score, record, and give help where needed.

DANGERS
THAT MAKE THE STREET A
HOSTILE ENVIRONMENT

1. NORMAL DANGERS
   a. heavy traffic
   b. fast traffic
   c. objects which block view (or movement)
   d. special vehicles (heavy trucks, fire engines, police cars, etc.)
   e. drivers breaking laws
   f. turning cars
   g. backing cars
2. ALSO, SOME SPECIAL DANGEROUS PLACES:
   a. railroad tracks crossing the road
   b. shopping center parking lots
   c. driveways and alleys
   d. construction sites
   e. accident scenes
   f. no sidewalks

CHART

DANGERS IN THE HOSTILE ENVIRONMENT

Directions: *Each* time you see a danger, place a check mark (✓) by the correct line.

DANGER	TIMES SEEN	
1. NORMAL DANGERS		
a. heavy traffic		
b. fast traffic		
c. objects which block view (or movement)		
d. special vehicles (heavy trucks, fire engines, police cars, etc.)		
e. drivers breaking laws		
f. turning cars		
g. backing cars		
	Total	
2. ALSO, SOME SPECIAL DANGEROUS PLACES:		
a. railroad tracks crossing the road		
b. shopping center parking lots		
c. driveways and alleys		
d. construction sites		
e. accident scenes		
f. no sidewalks		
	Total	

DIRECTIONS FOR SETTING UP A SIMULATED STREET CORNER

Masking tape or chalk can be used for setting up a simulated street corner in your classroom. (The gym or playground may also be used if there is a problem of classroom space.)

The street corner should include crosswalks that are either drawn with chalk or laid out with white tape. The street corner should resemble the one shown below. The dimensions provided are suggested. However, select those dimensions that best suit your situation.

Suggested minimum dimensions: (approximate)

Street width – 12′ (3.5 m)
Crosswalk width – 3′ (1 m)

GRAPH

DANGERS IN THE HOSTILE ENVIRONMENT

KIND OF DANGER

a. heavy traffic

b. fast traffic

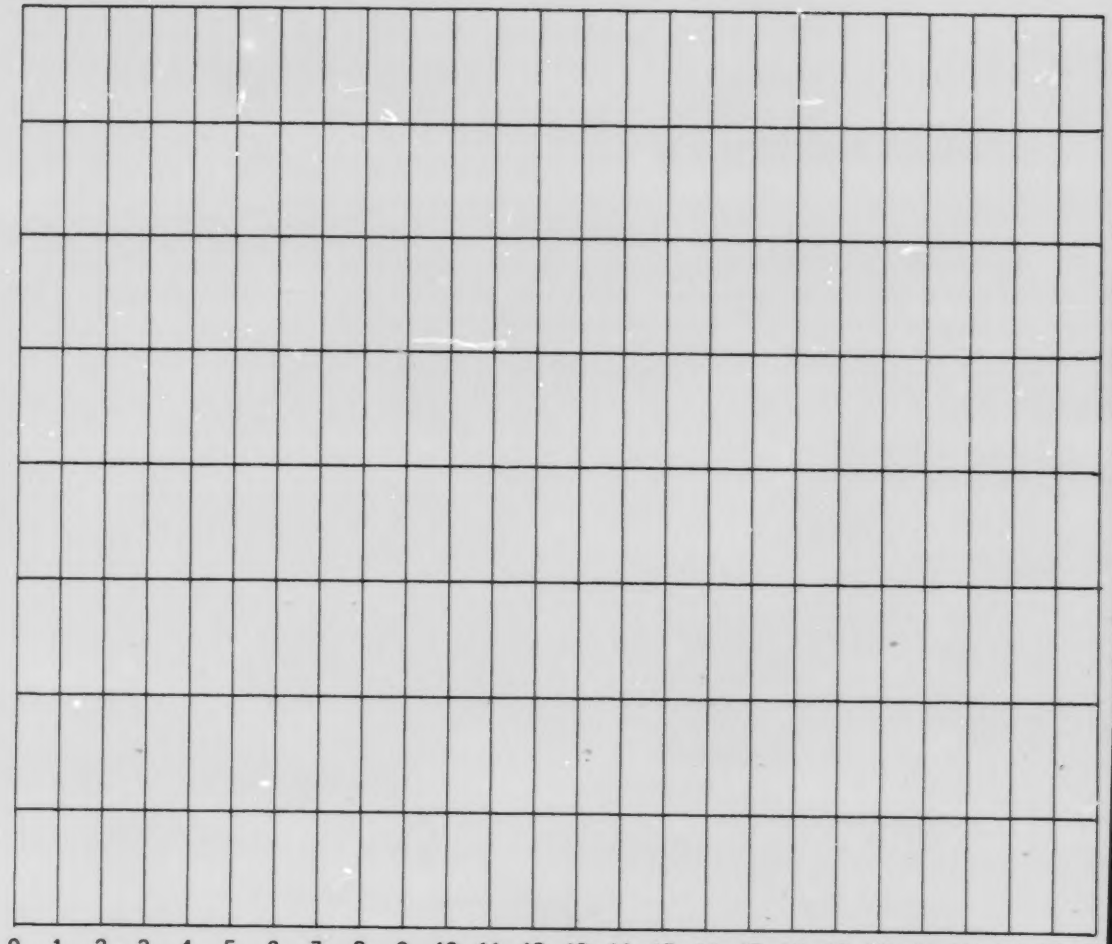
c. objects which block view

d. special vehicles

e. drivers breaking laws

f. turning cars

g. backing cars



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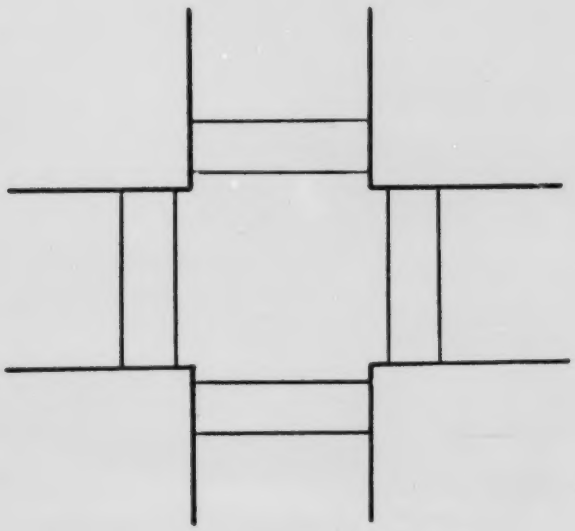
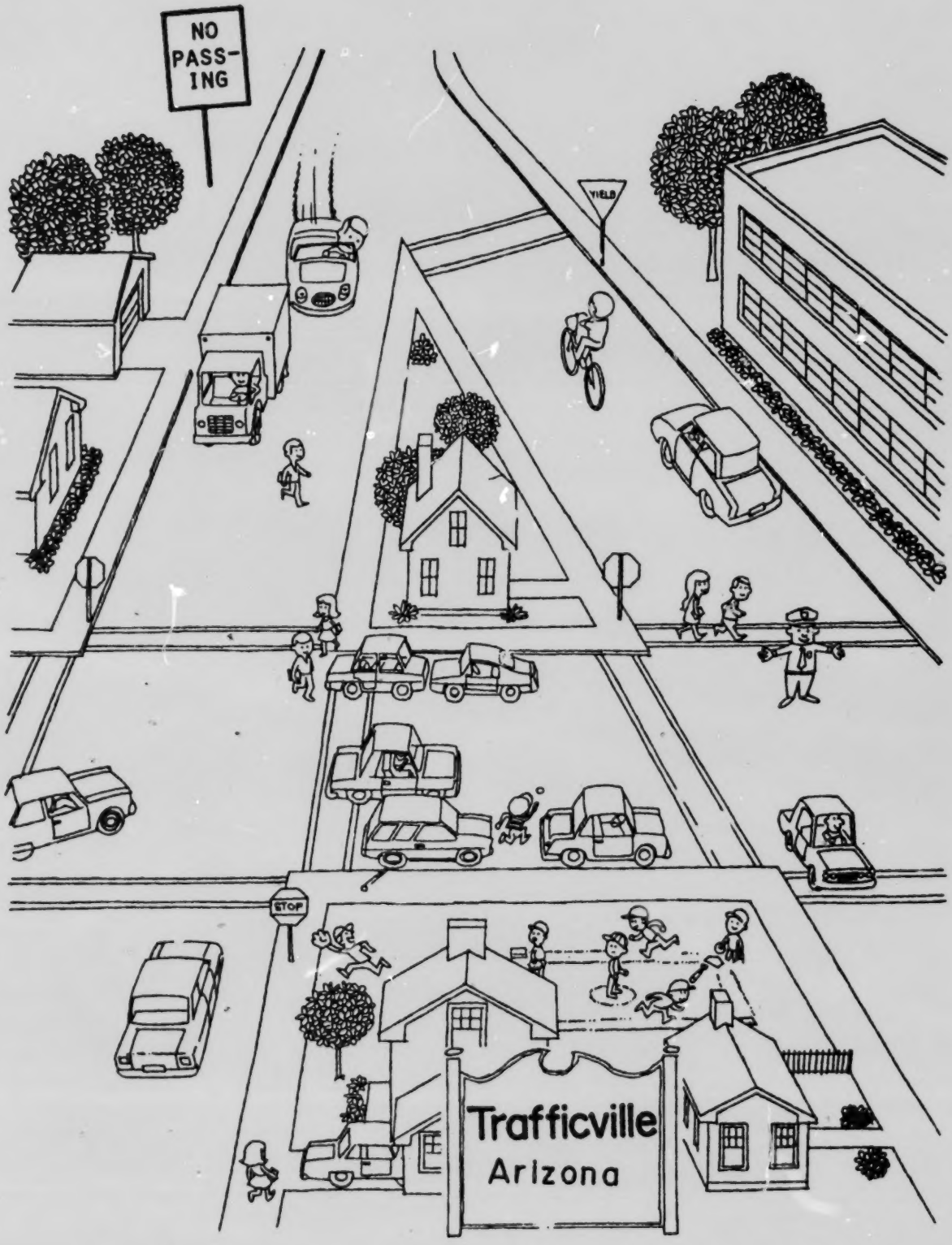


THE STREET IS A *HOSTILE PLACE (ENVIRONMENT)* BECAUSE:

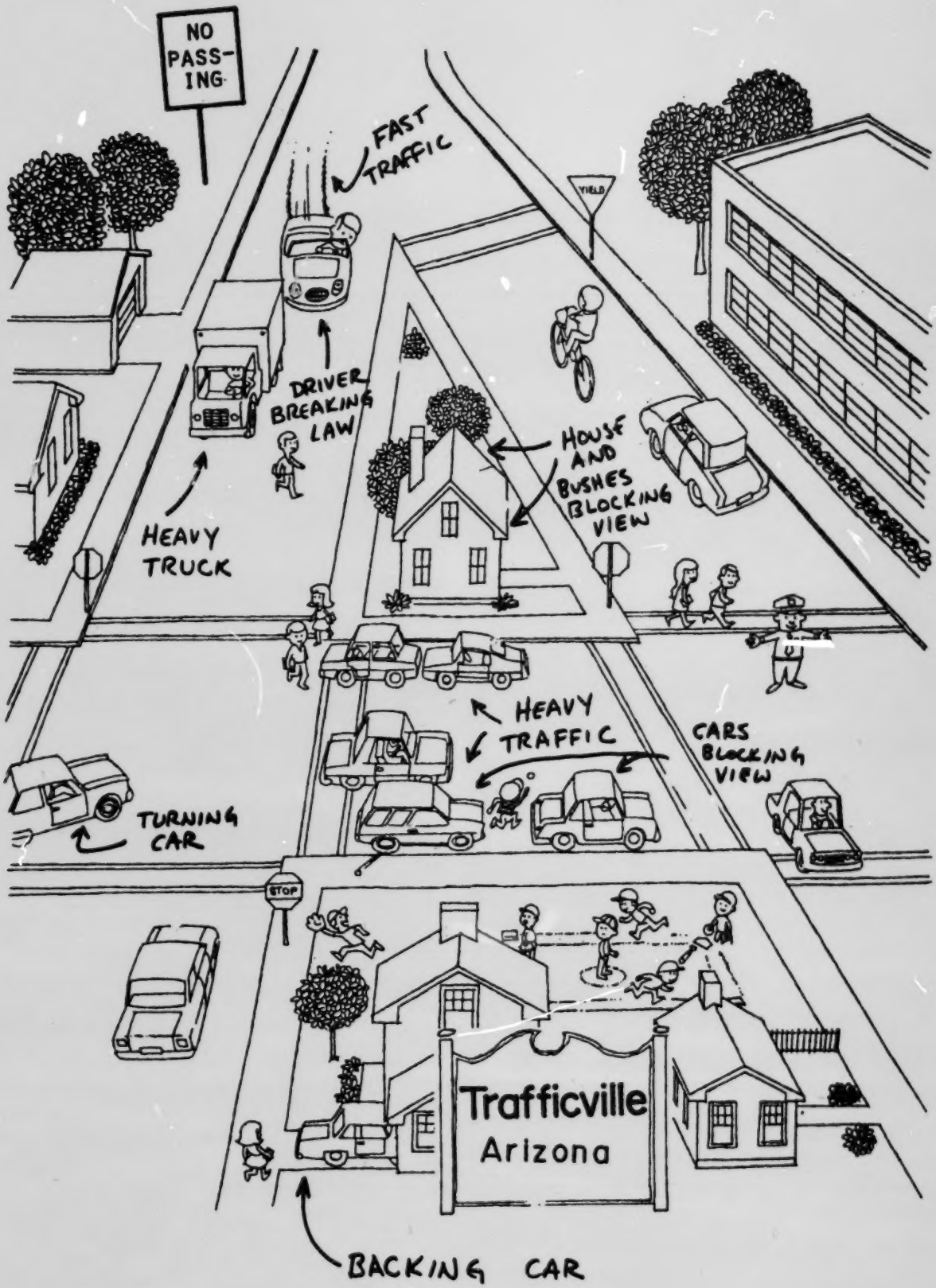
- IT IS MADE FOR HEAVY, HIGH-SPEED VEHICLES
- PEOPLE CAN, AND DO, GET HURT OR KILLED THERE – EVEN WHEN THEY DO THE RIGHT THINGS THEMSELVES

ASSESSMENT

NAME _____



ASSESSMENT NAME KEY



LESSON TWO

"MAKING DECISIONS IN THE HOSTILE STREET ENVIRONMENT"

OBJECTIVE TWO

Given the letters I.P.D.A., the student will *name* and *describe* the four steps in the decision-making process.

NOTE: Either Fourth Through Sixth Grades, Lesson One, "The Street: A Hostile Environment," or other instruction on the street as a dangerous place should be completed before this lesson.

KEY POINTS

1. Most traffic mishaps are *caused* by bad decisions. Bad decisions are made when situations and events are not understood correctly. If *decision-making* in traffic situations can be improved, accidents can be prevented.

2. Being safe in traffic (for a pedestrian, bicyclist, or passenger) involves making *good* decisions based on *seeing* and *interpreting* situations and events correctly.

3. The decision-making process includes four steps:

   a. IDENTIFY – *find* the important clues.

   b. PREDICT – *figure out* what might happen.

   c. DECIDE – *figure out* the *best* thing to do.

   d. ACT – *do* what you decided.

4. Even though a person may make good decisions, the street is still a *hostile environment* and great care must still be taken.

MATERIALS NEEDED

For each student make a ditto copy of the worksheet, "The Decision-Making Steps." (Activity 1)

Make one transparency and one copy from masters of "Situations" 1 through 4. Obtain overhead projector. (Activity 2)

For each student make a ditto copy of "Using I.P.D.A. To Make Good Decisions In Traffic." (Activities 2, 3)

For each student make a ditto copy of the "Hidden Words Puzzle." (Activity 4)

For each student make a ditto copy of the "Assessment Exercise." (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Explain to students that even though the street is a hostile environment and people do get hurt or killed there, most accidents can be prevented if we make the right *decisions* in traffic situations. Indicate that they will learn the steps which can help them make *good* decisions and thus avoid injury or death.

   Distribute copies of "The Decision-Making Steps."

   On the chalkboard write (vertically) the letters I.P.D.A. Explain that the first step in making good decisions is to *IDENTIFY*, or find out the important clues (what is around you). Write IDENTIFY after the letter I and have students complete Step 1 on their "Decision-Making Steps" charts.

   Explain that the next step is *PREDICT*, or figure out what will, or might, happen around you. Write PREDICT on the board after the letter P and have students continue on their charts.

   Explain the next step is *DECIDE*, or to figure out the best thing to do. Write on the board and have students continue on their charts.

   Explain the next step is *ACT*, or to do what you decided. Complete the item on the board and have students complete their charts.

   Ask questions, guiding students to include items from the chart "Making Decisions In A Hostile Environment." For example, for Step 1:

   a. How do you find out what dangers are in the street?

   b. What might you see? Hear? Smell?

   c. How can you tell if an object is a danger?

   NOTE: Emphasize that even though *we* make good decisions, the street is still a hostile environment. We must always be careful of others who do *not* make good decisions.

2. Distribute the sheet "Using I.P.D.A. To Make Good Decisions In Traffic." Discuss the meaning of the steps as in Activity 1. Explain that the students will use the sheet to make some decisions about traffic situations.

   Have students form small groups. Distribute a different traffic situation picture to each group. Have students (a) IDENTIFY important clues to what is happening. (b) PREDICT what will happen, and (c) DECIDE what should be done and how it should be ACTed out. Students should write what is identified, predicted, etc. Assist groups as required.

   When all groups have finished, project transparencies of each situation and have groups present their solutions. Other students may add things a group may have missed. Correct or add from responses on the back of the situations.

3. Distribute the sheet "Using I.P.D.A. To Make Good Decisions In Traffic." Discuss the meaning of the steps as in Activity 1. Explain that the students will act out some situations which might occur at or around school. (See "Decision Situations" sheet for ideas.)

   Indicate that some students will demonstrate a situation and the rest will apply the I.P.D.A. decision-making process to the situation.

   For example: In Situation 1, have one student act as a bicycle rider about to pass a parked car. Have another student sitting in a chair acting as the driver of a parked car. Use a piece of cardboard as the door of the car. *Identify* the clues. *Predict* what may happen. *Decide* what to do. *Act* it out.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Provide each student with a copy of the "Hidden Word Puzzle." They are to find the hidden words indicated.

5. Teach the students the song "When I Am Walking."

When I Am Walking

Tune: "You Are My Sunshine" or "This Land Is Your Land"

When I am walking, or when I'm riding
While on my way to school or play
I'm very careful to watch at corners
And think, I – P – D – A.

When cars are whizzing, their motors humming
IDENTIFY, PREDICT, then, ACT.
I'm walking safely, and playing safely
With the boys and girls I meet.

SUMMARY

In the hostile environment of the street, people are *responsible* for their own safety. Their safety is determined by making good decisions based on *identifying* the important clues, *predicting* what might happen, *deciding* what to do, and *acting* out their decisions. If people make good decisions, they are less likely to be hurt. However, other people do not always make good decisions – remember *that* when you make *your* decisions. In future lessons you will learn to apply the I.P.D.A. process to more traffic situations.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute one copy of the assessment item to each student. Have them write the steps of the decision-making process after the letter provided, then write what each step means. To achieve the objective, the student will correctly identify three of the four steps of the decision-making process. Score, record, and give help where needed.

WORKSHEET

THE DECISION-MAKING STEPS

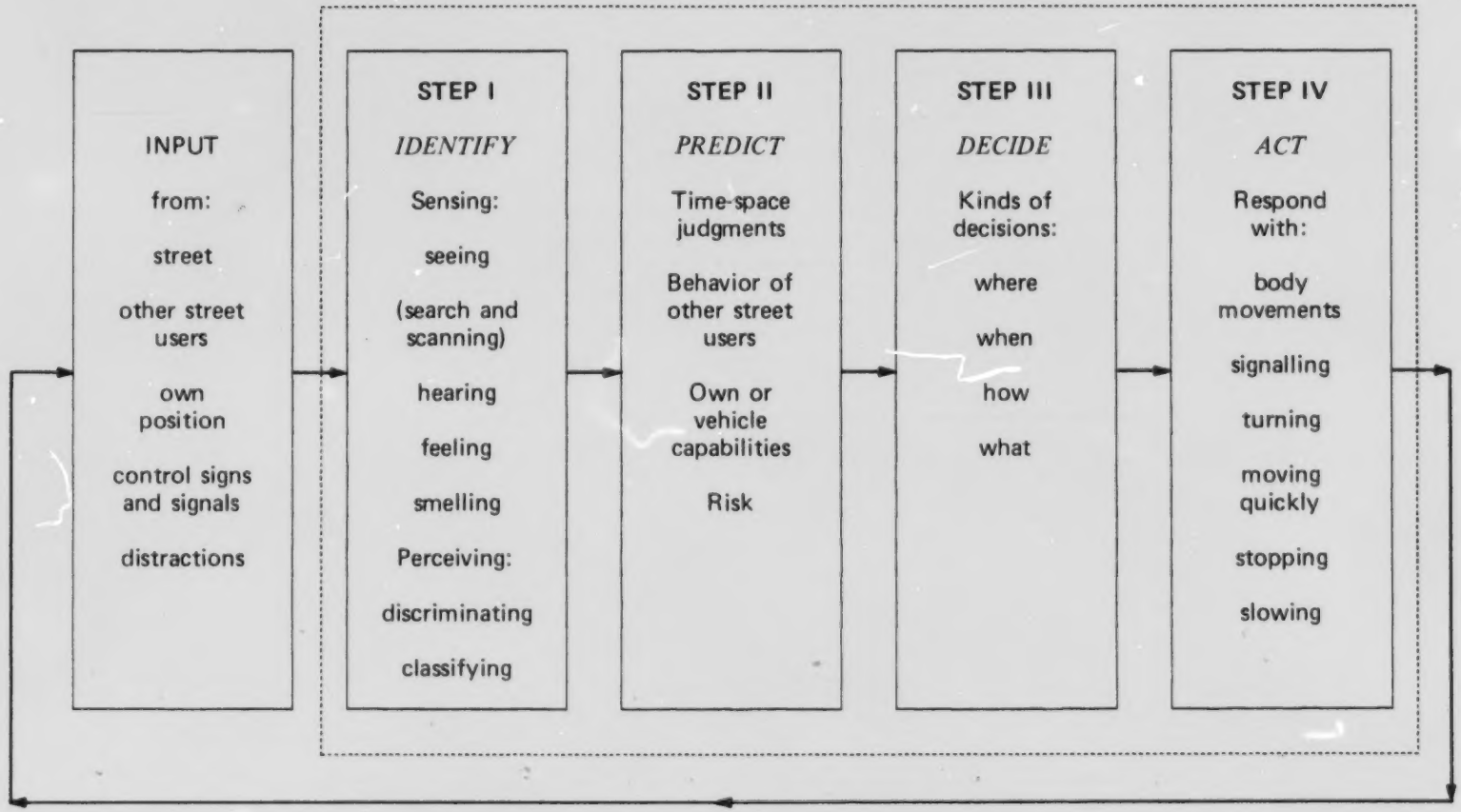
I = __ __ __ __ __ __ __ __ Step 1: Find the important clues

P = __ __ __ __ __ __ __ Step 2: Figure out what might happen

D = __ __ __ __ __ __ Step 3: Figure out the best thing to do

A = __ __ __ Step 4: Do what you decided

MAKING DECISIONS IN A HOSTILE ENVIRONMENT



USING I.P.D.A. TO MAKE GOOD DECISIONS IN TRAFFIC

I = *IDENTIFY:* What are the *important clues*?

P = *PREDICT:* What *might* happen?

D = *DECIDE:* What is the *best* thing to do?

A = *ACT:* How would you *do* it?

SITUATION 1

SC-IV, V, VI

28

29

I = *IDENTIFY:* What are the important clues?

a. Seeing backup lights of car and driver in car.

b. Hearing car motor.

c. Smelling car exhaust.

P = *PREDICT:* What might happen?

a. Driver will probably back car out of driveway.

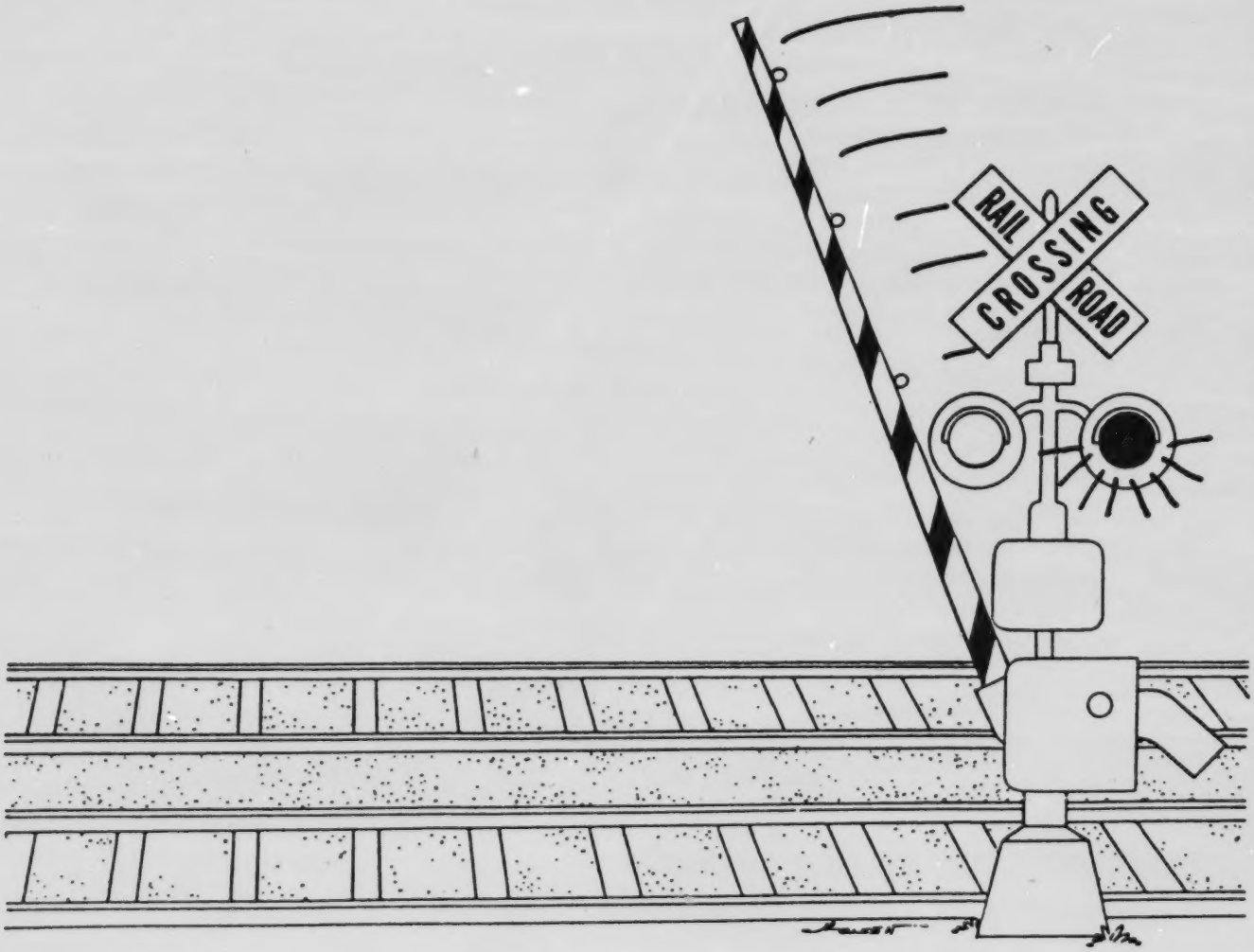
D = *DECIDE:* What is the best thing to do?

a. Keep out of the driveway and away from the car.

A = *ACT:* How would you do it?

a. Back away from the driveway.

SITUATION 2



SC-IV, V, VI

I = *IDENTIFY:* What are the important clues?

a. Railroad signal light is flashing.

b. Crossing guard arm is lowering.

P = *PREDICT:* What might happen?

a. A train is probably coming down the track.

D = *DECIDE:* What is the best thing to do?

a. Don't cross the track until the train has passed.

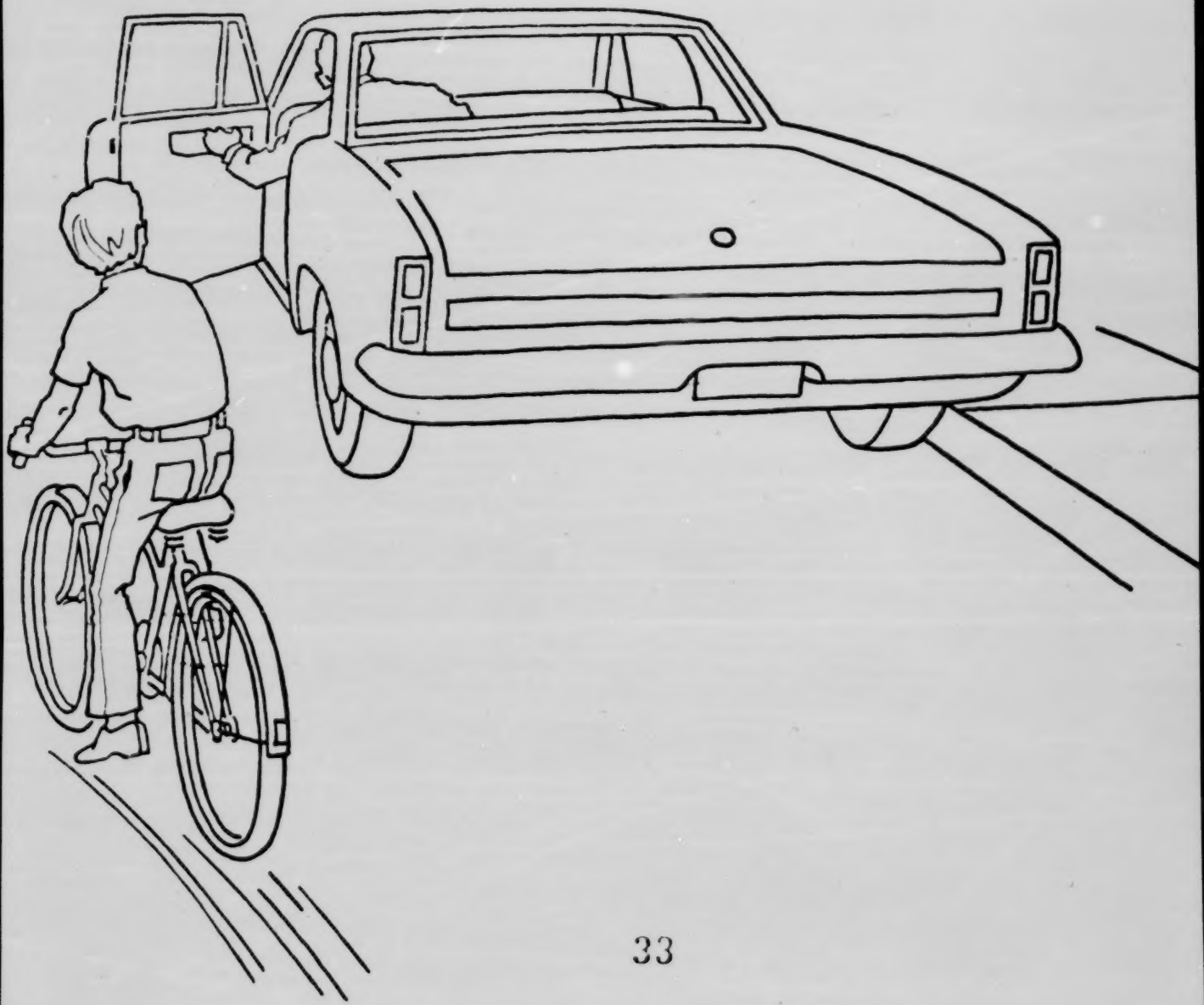
A = *ACT:* How would you do it?

a. Stop.

b. Wait until the train has passed, the signal light has stopped flashing, and the crossing guard arm is raised.

c. Carefully look up and down the track before crossing.

SITUATION 3



YOU ARE THE BICYCLIST

I = *IDENTIFY:* What are the important clues?

a. The driver is opening the car door.

P = *PREDICT:* What might happen?

a. The bicyclist may hit the door or the man.

b. The bicyclist may swerve out into the line of street traffic.

c. There may be a car coming up behind the bicyclist in the next lane.

D = *DECIDE:* What is the best thing to do?

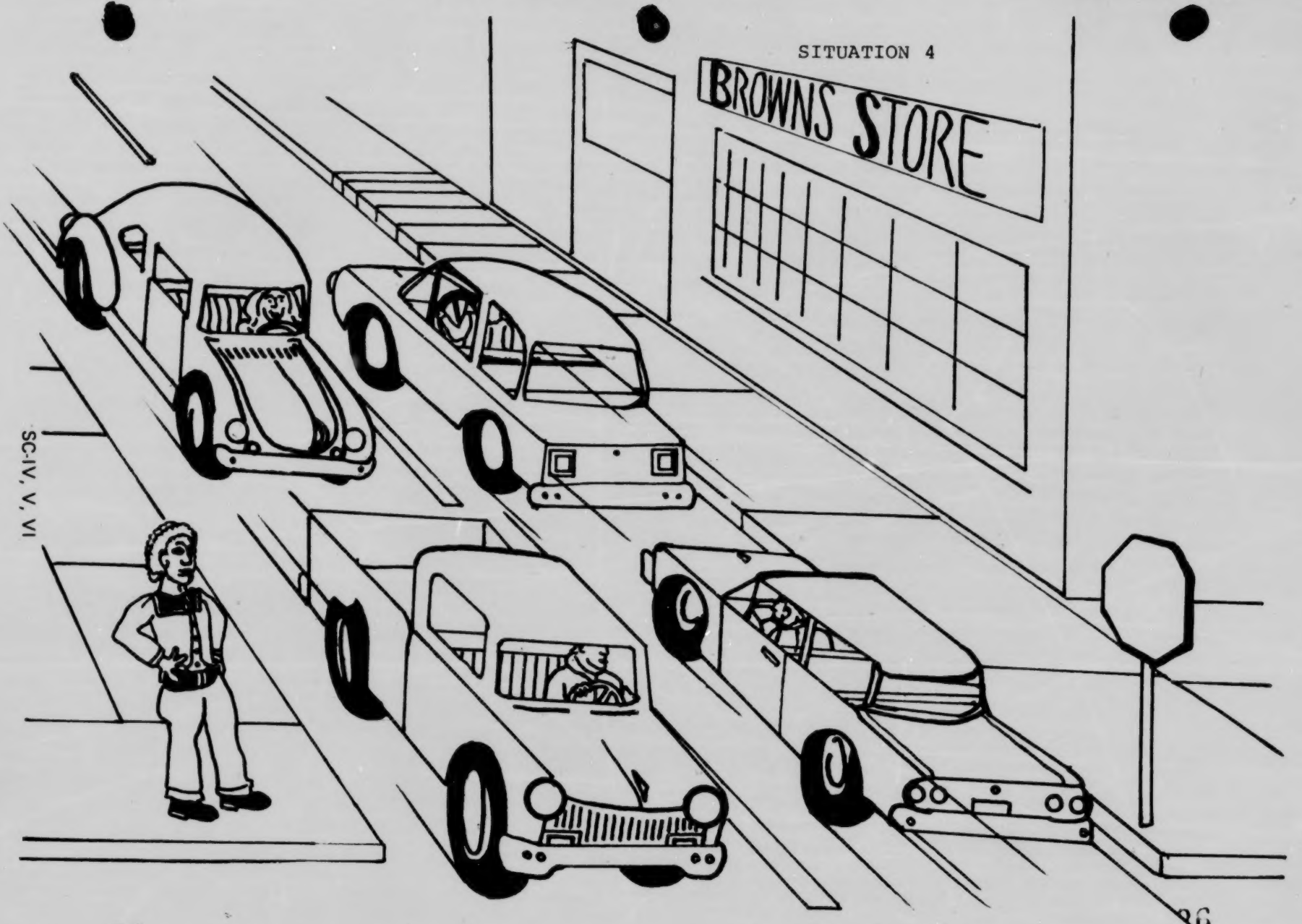
a. Stop the bicycle.

b. The bicyclist should not swerve.

A = *ACT:* How would you do it?

a. Signal to stop and put on the brakes.

SITUATION 4



SC-IV, V, VI

I = *IDENTIFY:* What are the important clues?

a. The traffic is heavy.

b. It is a busy street.

c. There is no signal light to stop the traffic.

P = *PREDICT:* What might happen?

a. The boy may try to run across the street.

b. He could get hit.

c. The boy may have to wait several minutes before he can cross.

D = *DECIDE:* What is the best thing to do?

a. Cross the street where there is a signal light, or

b. Wait until there is less traffic.

A = *ACT:* How would you do it?

a. Go to an intersection with traffic signals or stop signs, and cross when the traffic stops.

b. Wait until there is less traffic and carefully walk across the street.

DECISION SITUATIONS

Situation 1: Bicycle and Parked Car

You are riding your bicycle down the right side of the road. A car is parked in front of you. Someone is in the driver's seat.

I. P. D. A.

Situation 2: Bicycle and Pedestrian

You are riding your bicycle down the sidewalk toward school. Children are on the playground. A child is walking toward the sidewalk in front of you.

I. P. D. A.

Situation 3: Pedestrian and Speeding Car

You are on the sidewalk in front of the school building. Your teacher's car just arrived in the parking lot. He has a lot of material to carry and calls for your help. You must cross the driveway and several parking spaces to get to his car.

I. P. D. A.

Situation 4: Passengers and School Bus

School has been dismissed. You are waiting in line for your bus to arrive. You see it coming in the driveway. People in line behind you begin to shove and push forward.

I. P. D. A.

HIDDEN WORD PUZZLE

A	E	I	H	C	A	I	L	G	H	A	W	Y
F	L	S	N	R	I	D	E	C	I	D	E	F
G	A	M	F	B	U	E	Y	L	T	R	L	B
J	C	Y	O	H	Z	N	E	U	C	A	F	E
P	R	E	D	I	C	T	E	E	E	G	C	S
L	I	R	O	H	D	I	R	S	D	F	X	T
I	D	Z	M	K	B	F	E	K	V	E	A	W
D	N	N	O	C	V	Y	A	X	M	R	E	S
P	E	V	J	A	D	B	H	A	P	P	E	N
N	R	W	G	Y	Z	N	E	V	I	R	E	D

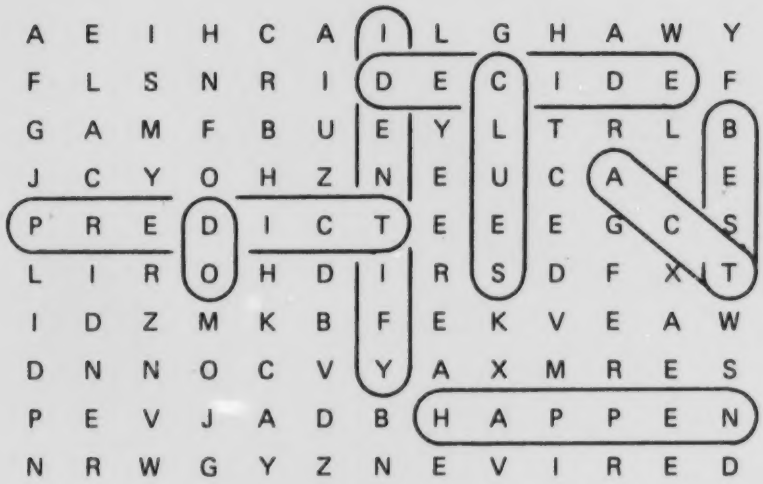
Directions:

Find these hidden words and circle them:

IDENTIFY	CLUES	DECIDE	BEST
PREDICT	HAPPEN	ACT	DO

Teacher Copy

HIDDEN WORD PUZZLE


A E I H C A I L G H A W Y
F L S N R I D E C I D E F
G A M F B U E Y L T R L B
J C Y O H Z N E U C A F E
P R E D I C T E E E G C S
L I R O H D I R S D F X T
I D Z M K B F E K V E A W
D N N O C V Y A X M R E S
P E V J A D B H A P P E N
N R W G Y Z N E V I R E D

Directions:

Find these hidden words and circle them:

IDENTIFY	CLUES	DECIDE	BEST
PREDICT	HAPPEN	ACT	DO

ASSESSMENT EXERCISE NAME _____

I _____

this means _____

_____

P _____

this means _____

_____

D _____

this means _____

_____

A _____

this means _____

_____

ASSESSMENT KEY NAME _____

Identify _____

this means to find the important clues. _____

_____

Predict _____

this means to figure out what might happen. _____

_____

Decide _____

this means to figure out the best thing to do. _____

_____

Act _____

this means to do what you decided. _____

_____

TRAFFIC SAFETY CONCEPTS – FOURTH THROUGH SIXTH GRADES

LESSON THREE

"COMMUNICATION, PREDICTABILITY AND TRAFFIC SAFETY IN THE HOSTILE STREET ENVIRONMENT"

OBJECTIVE THREE

Given a picture of a street evnironment, the student will:

a. *identify* things which communicate information, and

b. *describe* how information can make the student more predictable.

NOTE: Either Fourth Through Sixth Grades, Lessons One and Two, "The Street: A Hostile Environment" and "Making Decisions in a Hostile Environment," or other instruction on the hostile environment and the decision-making process (I.P.D.A.) should be completed before this lesson.

KEY POINTS

1. *Communication* means *giving* and *receiving* information. There are many ways that information can be *given* and *received*, such as street lights and signs, turn signals on cars, crosswalk lines on the street, arm signals, eye contact, etc.

2. This information tells:

   a. *where* people and things are

   b. *what* people are doing

   c. *what* people should do

   d. *what* people are going to do

3. Being *predictable* means communicating to other people *what* you are going to do and *not* surprising them with your actions. There are two basic things that make you predictable:

   a. *communicating* with other people to let them know in advance what you are going to do

b. following a set of *rules* and *regulations* that everybody knows and follows

If people feel you are going to follow the rules they know you *should* obey, they will feel they can predict what you are going to do.

4. When people know in advance what you are going to do, you are *predictable*. This helps others to make *better* decisions and makes it safer for you.

5. If all people using the streets and highways are predictable as the result of following common laws and regulations and communicating with each other, there will be fewer accidents.

6. In later lessons students will learn how communication and predictability are used in specific traffic situations.

MATERIALS NEEDED

Make transparencies from masters A and B. Obtain overhead projector. (Activity 1)

Masking tape or chalk for setting up a simulated street corner in your classroom. See "Directions For Setting Up A Simulated Street Corner," included with this lesson. (Activity 3)

For each student make a ditto copy of "?Bits of Advice?" (Activities 4, 5)

Drawing paper, and pencils or crayons for each student. (Activity 5)

For each student make a ditto copy of the assessment. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Remind students the street is a hostile environment, made for vehicles not for people. People can and do get hurt there. However, by using the decision-making process, many accidents can be prevented. *Communicating* information and acting *predictably* helps in decision making.

   On the chalkboard, write COMMUNICATION. Explain that *communication* is *giving* and *receiving information* and that we are constantly communicating. There are many ways information can be communicated.

   For example:

   a. When we *hear* a siren, we know an emergency vehicle (ambulance, police, fire truck, etc.) is near.

b. When we *see* a red traffic light, we know people should stop.

c. When we *smell* something burning, we know there is a fire.

d. When we *feel* the wind blowing, we know where it is coming from and how fast.

Proper communication provides us with information that tells us what the other street users are and will be doing and it tells them what we will be doing.

In traffic, the main things communicated are *where* people and things are, *what* people are doing, *what* people should do, and *what* people are going to do.

Show transparencies A and B, and discuss the ways *information* is *communicated*. (See the back of the transparency masters for ideas.)

On the chalkboard, write PREDICTABLE. Explain that being *predictable* means that others know *what*, *when*, *where*, and *how* you will do something. When you are predictable, people are not surprised by what you do. You make yourself predictable by doing what people expect and by communicating with them to let them know what you intend to do.

In traffic, as a pedestrian or bicyclist, one must learn to *receive information* to make safe decisions (I.P.D.A.) and to *give information* to help other people make safe decisions (be *predictable* – I.P.D.A.).

2. Begin as in Activity 1. Add a discussion of ways in which students communicated their actions or were *predictable* (acted in a *known*, *understood* way) as they came to school. Prepare students for a *walking tour* to a nearby intersection.

   Take a walking tour to a nearby intersection. While at the intersection students should take turns identifying *what information* is being communicated and in *what ways* it is given or received. For example: The information given is "I am turning right." We were given that message by the cars flashing turn signals. The information given is "cross the street here." We are given that message by the lines on the street.

   NOTE: You may wish to record the kinds of traffic information given and received at the intersection for future reference.

   Upon returning to the classroom, discuss *what information* was given and the ways it was given. List the *ways* on the board.

3. Begin as in Activity 1. Add the *simulated street situation*.

   Explain that small groups of students will demonstrate to the rest of the class how we *communicate* and make ourselves *predictable* in traffic.

   Divide students into groups and give each a situation to demonstrate (see "Communicate And Be Predictable: Demonstration Situations").

   When groups are ready have them demonstrate their situations on the simulated intersection. As each group finishes, discuss their demonstration in terms of *communication* and *predictability*. Do the same for each of the other demonstrations.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

4. Distribute copies of "?Bits of Advice?" Students decide whether or not they agree with the statements. Discuss the danger in each "BIT" as it relates to *COMMUNICATION* and *PREDICTABILITY*.

5. Using the "?Bits of Advice?" sheet from Activity 4, have students design creative cartoons showing what could happen if the dangerous advice were followed. Conversation balloons may be added.

SUMMARY

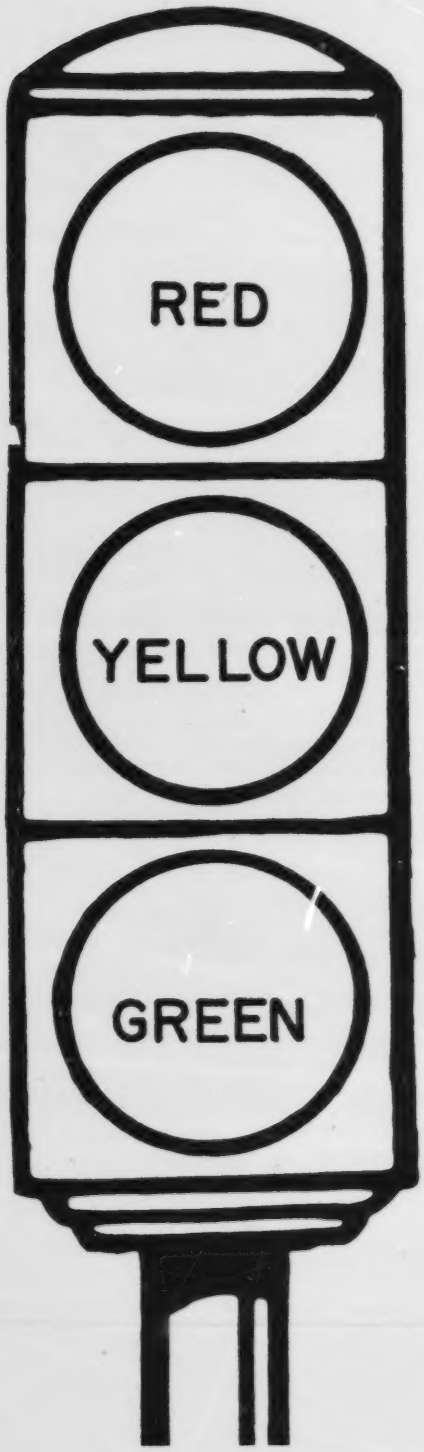
When you enter the *hostile environment* of the street, remember that information is *communicated* in many ways. Information you get helps *your decision making*. Information you give and things you do can help make you *predictable* and help *others* in *decision making*. Also, when you follow the laws, as people expect, you are predictable. In later lessons you will learn how *communication* and *predictability* are used to make you safer in traffic situations.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute copies of the assessment item. Have students circle things in the picture that communicate traffic information. On the back of the handout, have the student write (or describe orally) three ways people can make themselves predictable. An assessment answer key is provided. To achieve the objective, the student should identify eight items and correctly describe three ways people can make themselves predictable. Score, record, and give help where needed.

A

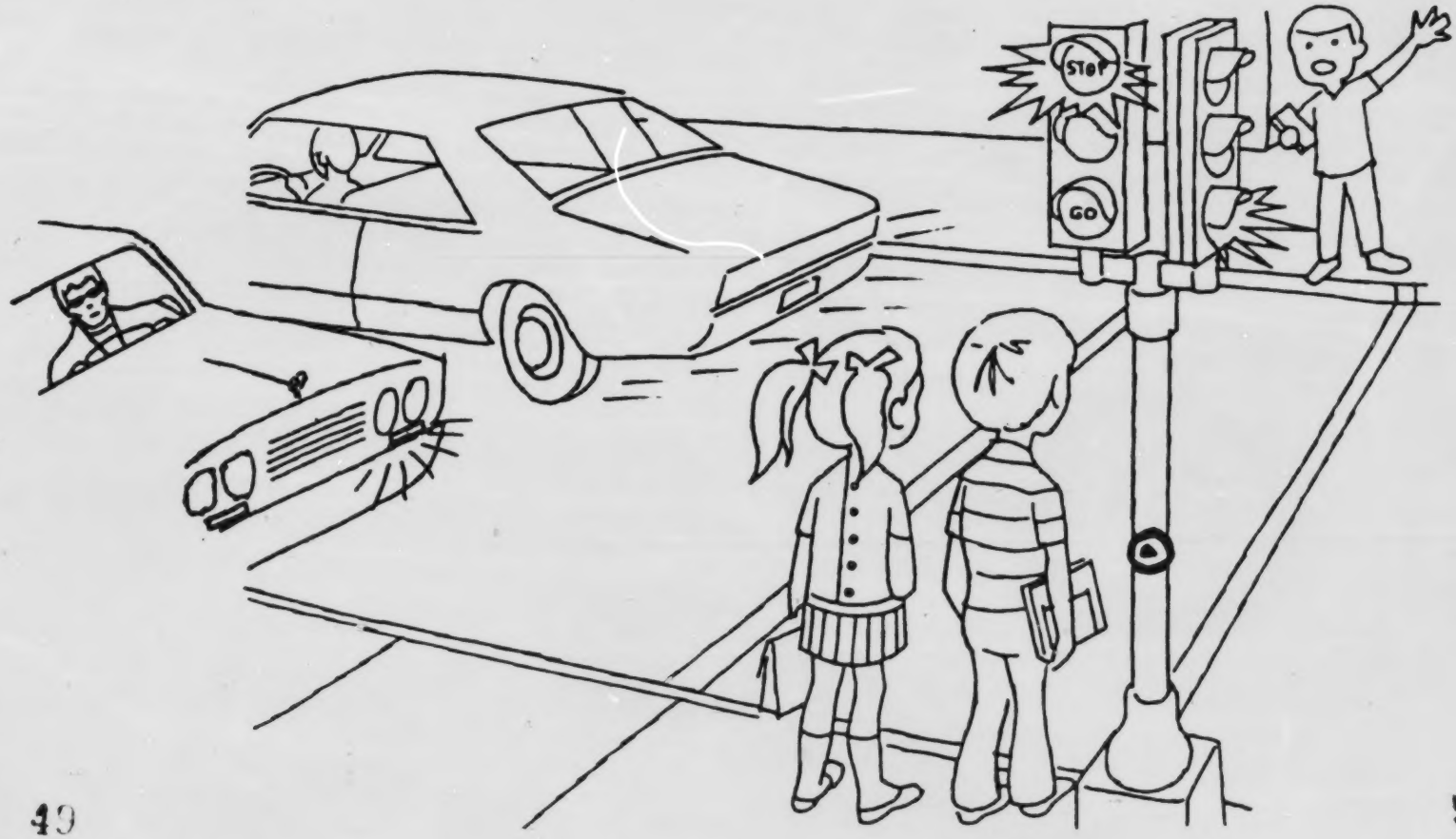
TRAFFIC SIGNAL



WAYS INFORMATION IS COMMUNICATED

Signal lights tell us how people *should* move through an intersection. We *see* the color of the light and know whether people should stop or go.

B



WAYS INFORMATION IS COMMUNICATED

The driver approaching the intersection is signalling a left turn. You *see* the left turn light blinking. The driver sees the signal light. In the driver's direction it is green. This communicates that the driver should move through the intersection.

The three pedestrians, waiting at the crosswalk, also see a signal light. The light in their direction is red. This communicates that they should remain on the sidewalk and not cross the street.

COMMUNICATE AND BE PREDICTABLE

DEMONSTRATION SITUATIONS

SOUND OFF!

(SOUND – BICYCLES)

who is involved: 2 pedestrians and 2 bicyclists.

what to do: Pedestrians are on sidewalk about to step into the street. Bicyclists come up the street near the pedestrians and: 1) sound horn or bell, 2) say "watch out!," and 3) prepare to stop if pedestrians don't.

what did they do? Bicyclists used *sound* to *communicate* where they were, so that they would be *predictable* to the pedestrian.

DOING WHAT THE SIGNALS SAY

(PREDICTABILITY – PEDESTRIANS)

who is involved: 2 pedestrians, 1 driver and 1 bicyclist.

what to do: Bicyclist and driver (car) are approaching the intersection. The traffic light is red for them. The pedestrians want to cross in front of the bicycle and car, but the light says "DON'T WALK." The pedestrians decide to go anyway since the light is green.

what did they do? The driver and bicyclist did not expect the pedestrians to walk. They were *not predictable*. If the light changes or vehicles make right turn on red, someone might get hurt.

HERE I AM!

(SIGHT – PEDESTRIANS)

who is involved: 2 pedestrians and 2 drivers.

what to do: Two pedestrians are walking at night beside a street with no sidewalks. They are on the left side facing traffic and wearing light colored clothes and reflector tape on their arms. Two cars approach, facing them, and their lights shine on the pedestrians.

what did they do? By using light colored clothes and reflector tape the pedestrians *communicated* where they were.

HELP THE DRIVER

(COMMUNICATIONS – PEDESTRIAN)

who is involved: 2 drivers and 1 pedestrian.

what to do: One car is turning left at the intersection in front of another oncoming car. Another car is right behind the turning car. The pedestrian is in the crosswalk. The first car needs to cross in a hurry but the pedestrian is there. The pedestrian hurried across the street to let the car complete the turn.

what did they do? The pedestrian saw the problem the driver had and helped the driver out of it. The pedestrian moved quickly and the driver could *predict* what the pedestrian was going to do.

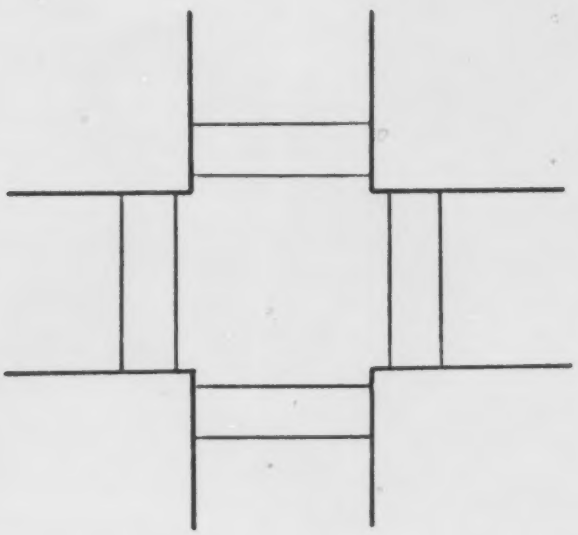
DIRECTIONS FOR SETTING UP A SIMULATED STREET CORNER

Masking tape or chalk can be used for setting up a simulated street corner in your classroom. (The gym or playground may also be used if there is a problem of classroom space).

The street corner should include crosswalks that are either drawn with chalk or laid out with white tape. The street corner should resemble the one shown below. The dimensions provided are suggested. However, select those dimensions that best suit your situation.

Suggested minimum dimensions: (approx.)

Street width - 12' (3.5 m)
Crosswalk width - 3' (1 m)



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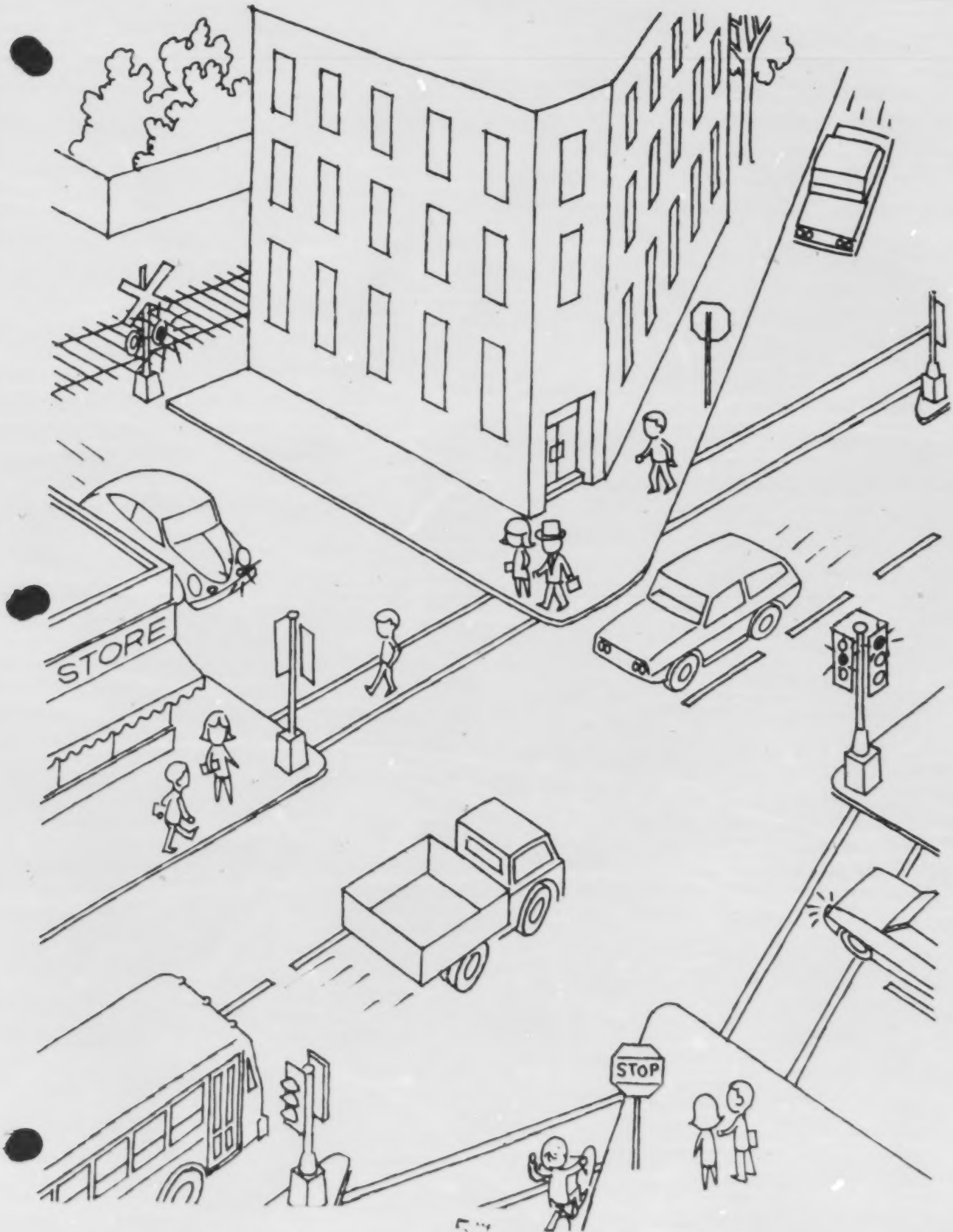
Suggested minimum dimensions: (approximately)

Street width – 12 feet (3.5 m)
Crosswalk width – 3 feet (1 m)

ASSESSMENT

NAME _____



?BITS OF ADVICE?

1. If a driver wants to turn as you prepare to cross a street, make the driver wait. You have the right-of-way.

2. If the light has been green for a long time, run across the street so you'll make it before the light turns red.

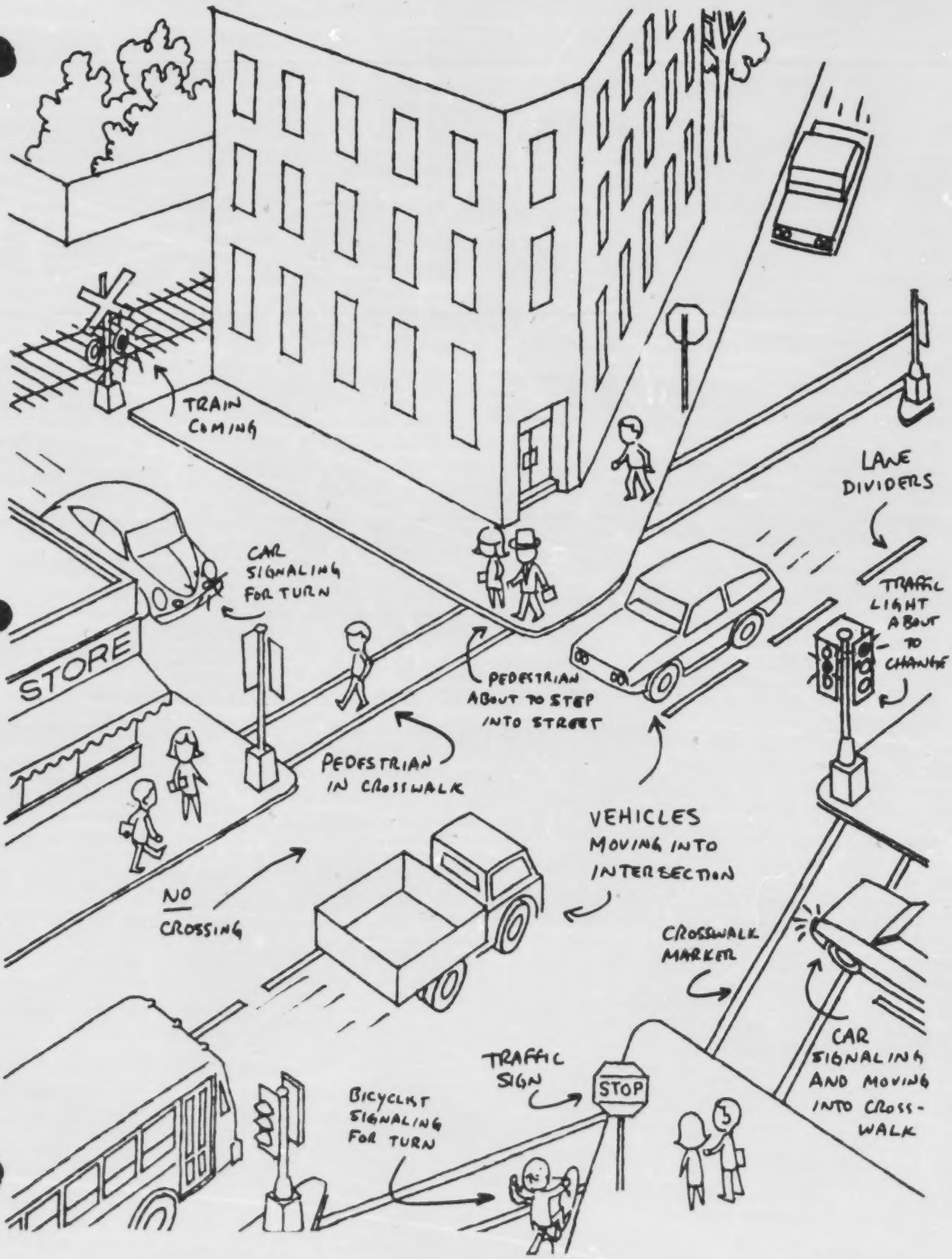
3. If the driver doesn't see you, go ahead and cross the street anyway. The driver should know to stop.

4. What if the WAIT signal is flashing! If you hurry you can still make it across the street.

5. If your dog darts into the street, go after him. He could get hit.

6. Drivers always follow the rules. I only have to watch out for myself.

ASSESSMENT NAME _____ KEY



SOME WAYS TO MAKE YOURSELF PREDICTABLE IN TRAFFIC SITUATIONS:

- SIGNAL FOR TURNS WHEN ON A BIKE
- OBEY TRAFFIC LIGHTS AND SIGNS
- CROSS ONLY AT MARKED CROSSWALKS
- MAKE SURE OTHERS SEE YOU
- USE A BELL, HORN OR VOICE TO WARN PEOPLE WHEN YOU ARE ON A BIKE
- WEAR LIGHT COLORED CLOTHES AT NIGHT
- FOLLOW TRAFFIC RULES AND LAWS

(USE JUDGMENT IN ACCEPTING OTHER RESPONSES)

BICYCLE SAFETY – SIXTH GRADE

"THE BICYCLIST COMMUNICATES WITH OTHER HIGHWAY USERS"

OBJECTIVE ONE

Given examples of a street environment, the student will *identify* methods of communicating with other highway users and *describe* how this makes the student, as a bicyclist, more predictable.

NOTE: Either Fourth Through Sixth Grades "Traffic Safety Concepts," Lessons One, Two, and Three, or other instruction on the street as a hostile environment, the decision-making process (I.P.D.A.), and predictability and communication, should be completed before this lesson.

KEY POINTS

1. There are many ways that highway users can communicate with each other. These can be visual signs or symbols, sounds, or actions.

   Some of these ways are:

   a. flags on bikes
   b. reflectors
   c. color of clothing
   d. eye-to-eye contact*
   e. horns or bells
   f. hand signals
   g. car turn lights
   h. lights
   i. traffic signs, signals, and symbols

2. All highway users (pedestrians, drivers, and bicyclists) should communicate their presence and actions to each other while in the hostile street environment.

3. If all highway users follow the rules and laws and communicate what they intend to do, their actions are more predictable.

---

*NOTE: The eye-to-eye contact technique is taught in Sixth Grade "The Pedestrian And Eye-To-Eye." If review of this technique is needed, refer to that lesson for ideas.

4. When a bicyclist rides after dark, special procedures are necessary to communicate effectively.

   Some of these procedures are to:

   a. Wear light-colored clothing.

   b. Place reflector tapes on coats and jackets.

   c. Wear a leg light.

   d. Use proper lights and reflectors on the front and rear of the bicycle.

   e. Ride on the sidewalk whenever possible if legal in your community.

   f. Avoid busy streets.

   g. Never assume the driver of another vehicle sees you.

5. Improving predictability through proper communication means street users help to prevent accidents.

MATERIALS NEEDED

Make transparencies of masters A and B. Obtain overhead projector. (Activity 1)

For each student make a ditto copy of the observation sheet, "Communication With Highway Users." (Activity 3)

Purchase or have students bring from home reflector tape, thread, needles, and small pieces of cloth. (Activity 4)

For each student make a ditto copy of the "Traffic Safety Badge Pattern." (Activity 4)

For each student make a ditto copy of the "Missing Vowels Worksheet." (Activity 5)

For each student make a ditto copy of the "Assessment." (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Previously (in Fourth Through Sixth Grades, "Traffic Safety Concepts," Lesson Three, or other similar instruction) students learned information is constantly given and received. To make safe decisions it is important that all highway and street users *communicate* information and are *predictable*.

Discuss with the students that they, as bicyclists, are highway users. Therefore, it is important that they communicate with all other highway users and are predictable.

There are many ways that highway users can communicate with each other. The ways include signs and symbols that are *heard* as well as those that are *seen*. Flags on bicycles, reflectors, horns or bells, hand signals, and lights are some ways bicyclists communicate with other users. In addition, clothing color, eye-to-eye contact, and traffic signs, signals, and symbols are all part of the communication system used in the hostile environment of the street. Highway users should use these to tell each other they are there and what they plan to do.

If all users *communicate* their presence and their plans, they are more *predictable* and there is less chance an accident will happen. Remember the STREET IS A HOSTILE PLACE and great care must be taken by *all users*.

Bicyclists who ride after dark need to use *extra* care and take *additional* precautions to keep from injury or death. If you ride after dark, you can communicate better by:

a. Wearing light colored clothing and a leg light.

b. Placing reflector tapes or patches on coats and jackets.

c. Using proper lights and reflectors on the front and rear of the bicycle.

d. Avoiding busy streets.

e. Riding on the sidewalk whenever possible.

Show transparencies A and B. Identify the ways highway users are communicating and have students describe how this makes them more predictable (see back of transparency masters for ideas).

2. Begin as in Activity 1 and add a simulated *demonstration* of communication with highway users. The performance of these demonstrations should occur on the playground. Small groups of students will pretend they are involved in traffic situations requiring communication with highway users. After each student or group of students demonstrate a situation, other students will *identify* the ways in which the bicyclist communicated. Emphasize the actions of the bicyclist, and have students describe how communication makes the bicyclist more predictable (see "Communication With Highway Users: Ways To Communicate – Demonstration Situations").

3. Begin as in Activity 1 and add an *observation* of communication among highway users.

Distribute "Communication With Highway Users – Observation Sheet."

Explain that *on the way home from school* students are to use the sheet to identify *highway users* and the *ways* they *communicate* among each other. For example: A car signalling a right turn would be recorded as follows:

Highway User	Communication
1. Car	Used turn light to signal right turn.

The following day discuss with students the observations made. Emphasize *how* the communication made the user more predictable.

To conclude the discussion, remind students the STREET IS A HOSTILE ENVIRONMENT. Even when all users are communicating and acting in a predictable way, accidents may still happen and people can still be hurt.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

4. Have students design their own traffic safety badges using the pattern provided. Using reflector tape, they may transfer the design to a coat or jacket or they may use reflector tape and heavy cloth to sew a "pin-on badge." For example:

Letters and border are made of reflector tape.

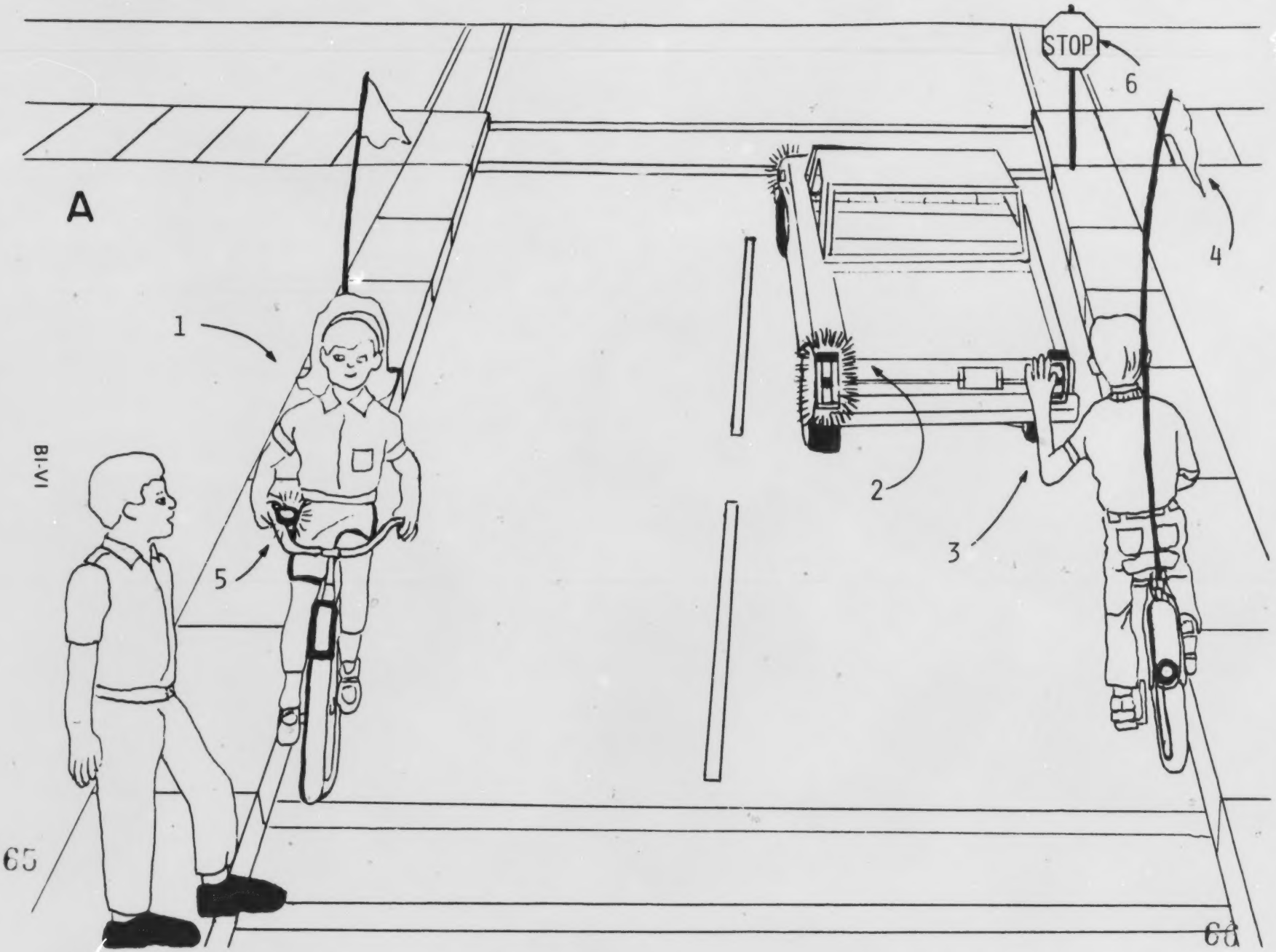
5. Using the "Missing Vowels Worksheet," have students complete the sentences. Each completed statement tells about communication among highway users.

SUMMARY

Remind the student that there are many ways for highway users to communicate with each other. If highway users communicate properly, their actions are more predictable. This helps to prevent accidents.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute copies of the assessment item. Have students circle the ways that the highway users communicate with each other. On the back of the assessment item have the students describe how these ways of communicating help them to be more predictable. An assessment key is provided. To achieve the objective, the students should identify *five* ways of communicating with highway users and describe that proper communication tells others what they intend to do, and that this makes their actions more predictable.


A
STOP
1
2
3
4
5
6
BI-VI
65
66

1. Bicyclist is riding on right side of roadway, close to the curb, and is moving in the same direction as other highway user.

2. Car driver is signalling to make a left turn.

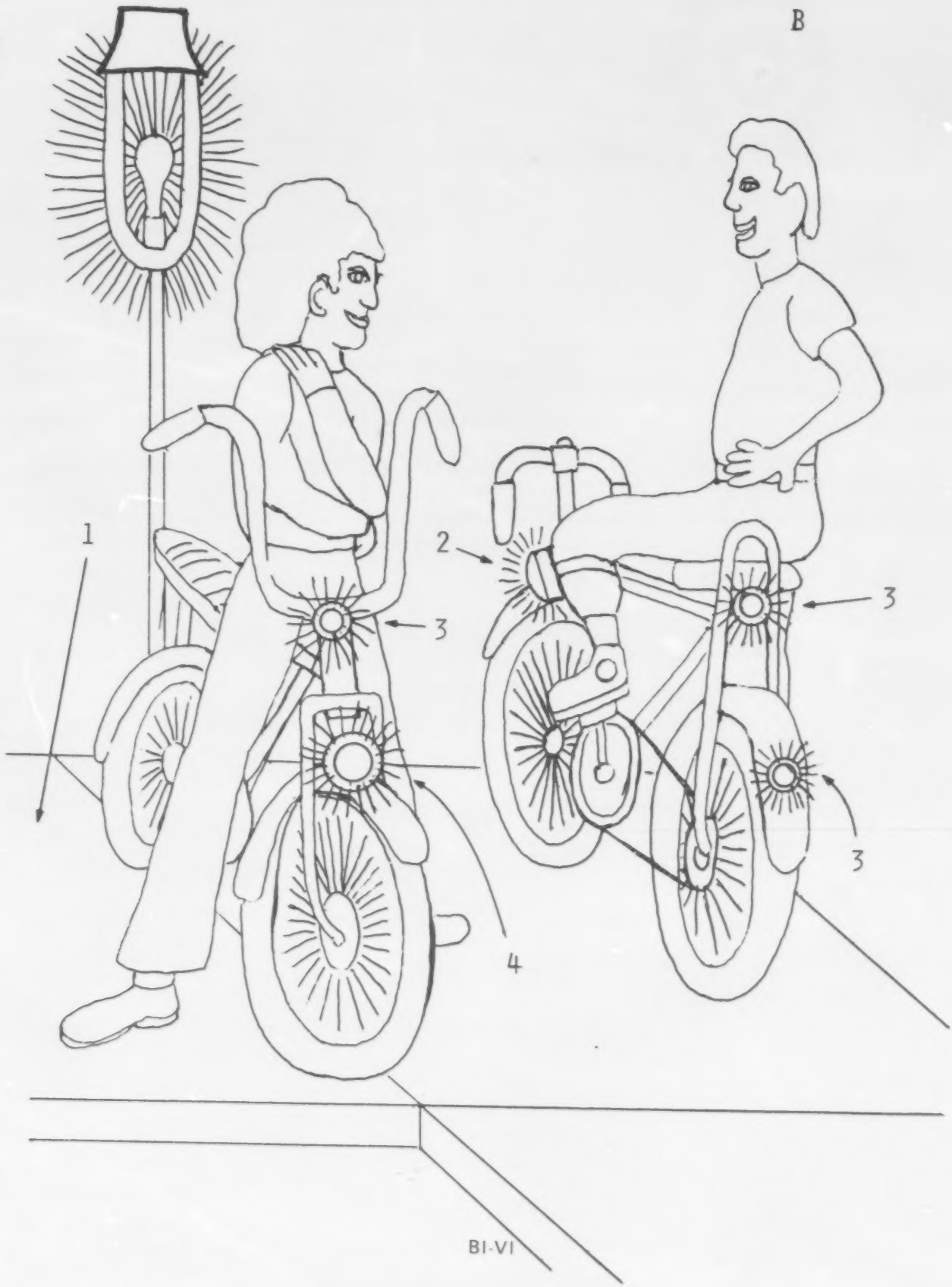
3. Bicyclist is signalling to make a right turn.

4. Flag on bicycle makes it easier for other highway users to see the bicyclist because the flag sticks up above most things that block other street users' vision.

5. Bell on bicycle to warn others you are coming toward them.

6. Stop sign.

B



BI-VI

1. Riding on the sidewalk whenever possible removes you from the hostile environment of the street.

2. Wearing a leg light at night makes you more visible to other street and highway users.

3. Proper reflectors on the front and rear of the bicycle make you more visible to other users.

4. Proper lights on your bicycle let other users know you are there.

COMMUNICATION WITH HIGHWAY USERS: WAYS TO COMMUNICATE

DEMONSTRATION SITUTATIONS

SITUATION 1: FLAG ON BICYCLE

who is involved: 1 bicyclist

what to do: Bicyclist with flag on bicycle rides behind a trash dumpster, car, or other tall object.

ways of communication: Even though the bicycle and bicyclist aren't visible, the flag can still be seen and tells other highway users a rider is there.

SITUATION 2: HORN ON BICYCLE

who is involved: 2 pedestrians and 1 bicyclist

what to do: Pedestrians are on sidewalk about to step off into driveway or parking lot. Bicyclist comes toward them and rings bell or blows horn.

ways of communication: A bell or horn sounding tells the pedestrians a bicycle is coming toward them and warns them to stay on the sidewalk until the bicyclist passes.

SITUATION 3: HAND SIGNAL

who is involved: 2 bicyclists and 2 drivers

what to do: Bicyclists are coming single file up the right side of the street. Cars are coming up the street behind the bicyclists. Bicyclists use arms to signal right turn.

ways of communication: Bicyclists use hand signals to tell the drivers what they plan to do.

SITUATION 4: OBEYING SIGNS, SIGNALS, AND SYMBOLS

who is involved: 2 pedestrians, 1 driver, and 1 bicyclist

what to do: Bicyclists and driver are approaching the intersection. The traffic light is red for them. The pedestrians want to cross in front of the bicycle and car, but the signal says "Don't Walk." The pedestrians wait on the sidewalk.

ways of communication: The traffic signal light tells the highway users when they should stop or go. The "Don't Walk" light tells the pedestrians they don't have enough time to cross.

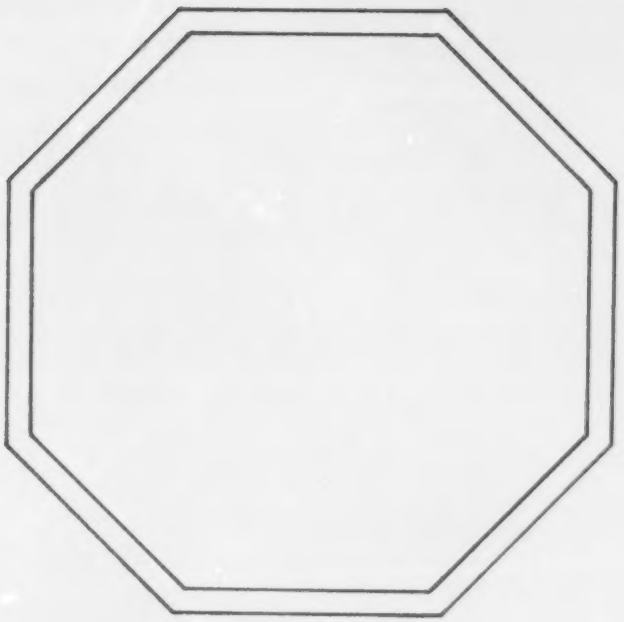
COMMUNICATION WITH HIGHWAY USERS

OBSERVATION SHEET

1. On your way home today, watch highway users.
   a. How are street and highway users communicating?
   b. How does this make them more predictable?
2. Identify the type of highway user.
3. Tell how that user communicated.
4. Tomorrow we will discuss your observation and tell how the communication made the user more predictable.

Highway User	Communication
Example: Bicyclist	Give a hand signal before turning.

TRAFFIC SAFETY BADGE PATTERN



MISSING VOWELS WORKSHEET

Fill in the missing vowels to complete each word. Each statement will tell you something about communication among highway users.

1. S_f_ly sh_r_ th_ r__dw__ w_th _th_rs.

2. C_mm_n_c_t__n __m_ng _ll str__t _nd h_ghw__ _s_rs h_lps pr_v_nt _cc_d_nts _n th_ h_st_l_ _nv_r_nm_nt.

3. B_c_cl_sts c_mm_n_c_t_ b_tt_r _ft_r d_rk _f th__:

   a. W__r l_ght-c_l_r_d cl_th_ng.

   b. Pl_c_ r_fl_ct_r t_p_s _n c__ts _nd j_ck_ts.

   c. W__r _ l_g l_ght.

   d. _s_ pr_p_r l_ghts _nd r_fl_ct_rs _n th_ fr_nt _nd r__r _f th_ b_c_cl_.

   e. R_d_ _n th_ s_d_w_lk wh_n_v_r p_ss_bl_.

   f. _v__d b_s_ str__ts.

KEY

MISSING VOWELS WORKSHEET

Fill in the missing vowels to complete each word. Each statement will tell you something about communication among highway users.

1. Safely share the roadway with others.

2. Communication among all street and highway users helps prevent accidents in the hostile environment.

3. Bicyclists communicate better after dark if they:

   a. Wear light-colored clothing.

   b. Place reflector tapes on coats and jackets.

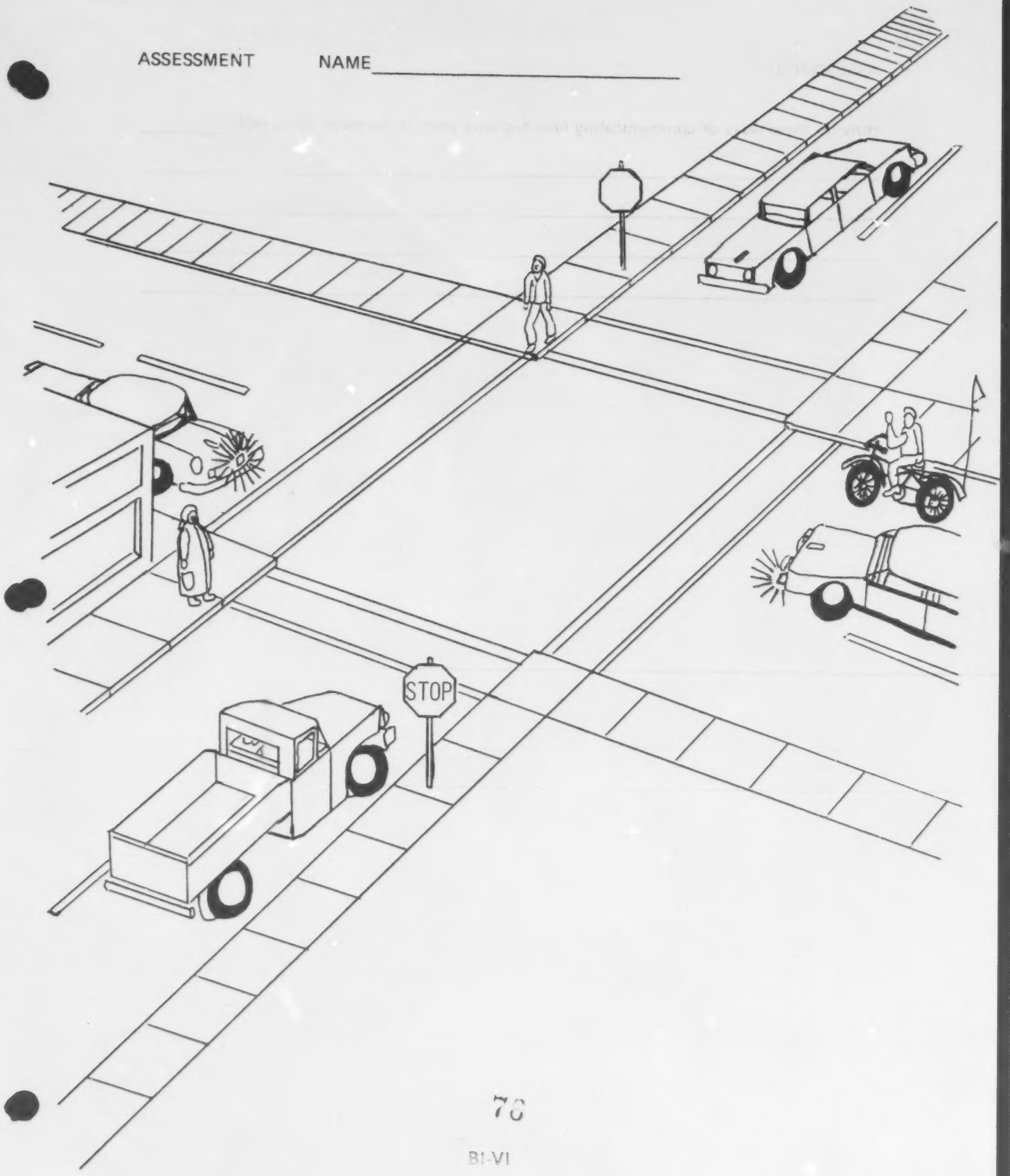
   c. Wear a leg light.

   d. Use proper lights and reflectors on the front and rear of the bicycle.

   e. Ride on the sidewalk whenever possible.

   f. Avoid busy streets.

ASSESSMENT NAME_____



ASSESSMENT:

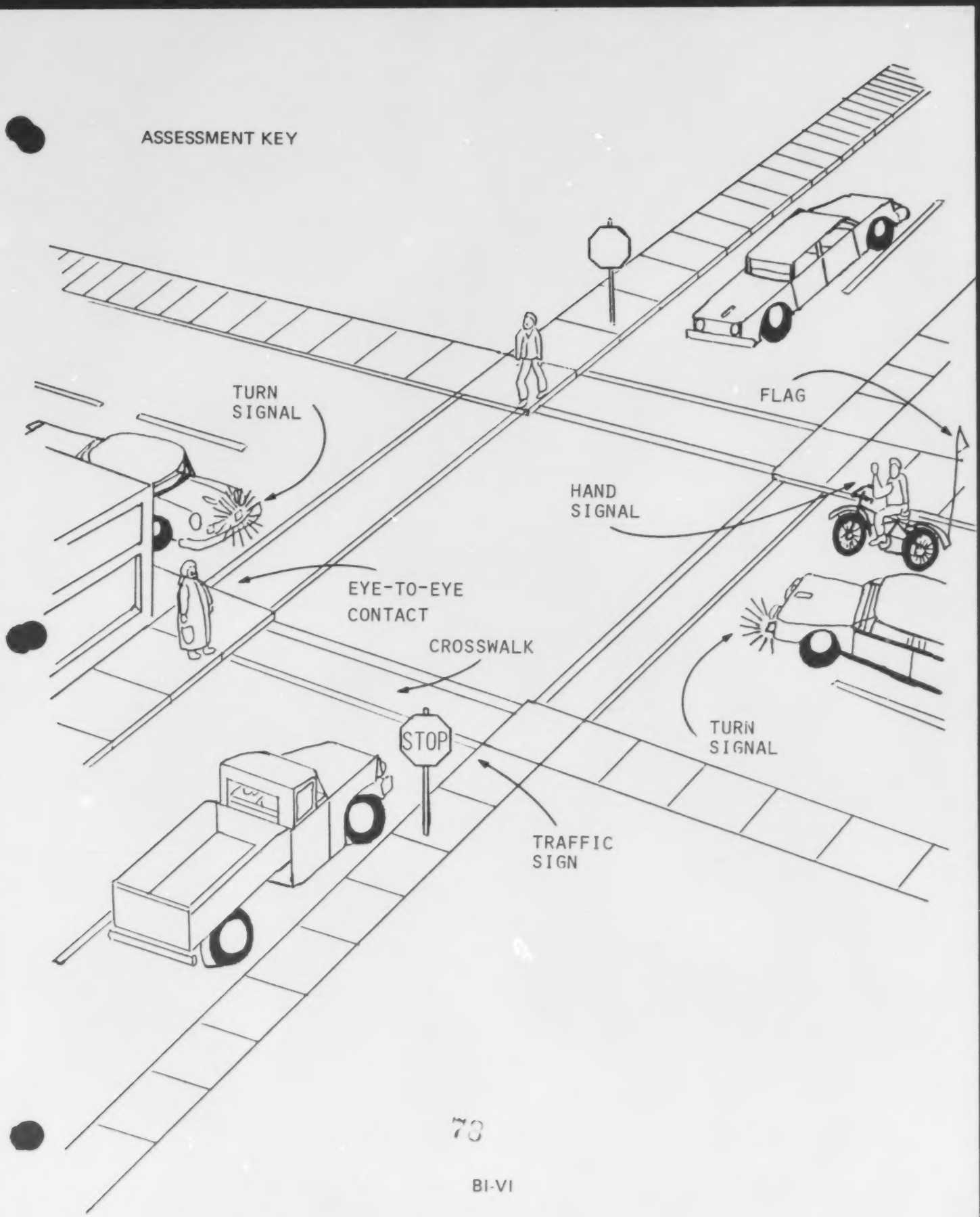
How do these ways of communicating help highway users to be more predictable?_____

_____

_____

_____

_____


ASSESSMENT KEY
TURN SIGNAL
FLAG
HAND SIGNAL
EYE-TO-EYE CONTACT
CROSSWALK
STOP
TURN SIGNAL
TRAFFIC SIGN

ASSESSMENT KEY

How do these ways of communicating help highway users to be more predictable? *Proper communication tells others what they indend to do, and this makes their actions more predictable.*

PEDESTRIAN SAFETY – SIXTH GRADE

"THE PEDESTRIAN AND EYE-TO-EYE COMMUNICATION"

OBJECTIVE ONE

When asked, the student will *describe* (or demonstrate) the eye-to-eye communication technique and *explain* why it is important.

NOTE: Either Fourth Through Sixth Grades, "Traffic Safety Concepts," Lessons One, Two, and Three, or other instruction on the street as a hostile environment, the decision-making process (I.P.D.A.), and predictability and communication should be completed before this lesson.

KEY POINTS

1. Eye-to-eye communication means that *you look* directly at the eyes of drivers of approaching vehicles and the drivers look at you.

2. When you watch the drivers' eyes, you can tell if they do not look at you. If the drivers do not see you, wait before *you* take any action.

3. The eye-to-eye communication technique is *important* because it helps *you* and *them* to communicate and to be predictable.

4. When you prepare to cross a street and while crossing the street, use eye-to-eye contact with the drivers of all approaching vehicles (cars, trucks, motorcycles, bicycles, etc.). Remember, you must communicate with drivers of all vehicles, not just the closest one. (Examples: multiple-lane street, more than one car turning, etc.)

5. If a car is waiting to turn a corner, do *not* step off the curb unless *you* are sure the driver has looked at you and is going to wait for you.

6. The only definite condition of eye-to-eye communication is that if the drivers have not looked at you, they have not seen you and *will* continue on. However, if they have looked at you, there is no guarantee that what they saw has registered on their thought processes or some unexpected situation may not occur that may cause them to continue on.

MATERIALS NEEDED

Make transparencies from masters A, B, and C. Obtain overhead projector. (Activity 1)

For each student make a ditto copy of the unfinished poem. (Activity 4)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Previously (in Fourth Through Sixth Grades, "Traffic Safety Concepts" or similar instruction), students learned information is constantly given and received. To make safe decisions it is important that all highway and street users *communicate* information and are *predictable*. This helps everyone's decision-making process (I.P.D.A.).

   As pedestrians, it is important drivers of approaching vehicles see you and that they are sure you see them. The best way to know if drivers (of cars, trucks, bicycles, motorcycles, etc.) see you is to directly watch their eyes to see if they look at you. This is EYE-TO-EYE COMMUNICATION.

   Show transparencies A, B, and C, and discuss the meaning of eye-to-eye communication. Include:

   a. Look directly at the drivers' eyes. Do they see you? You can tell if you watch the drivers' eyes.

   b. If the drivers do *not* look at you, don't go into their way or you may have a long stay in a hospital.

   c. Eye-to-eye communication is an *important* way to get *information* and help *predict* what drivers might do.

   NOTE: Emphasize that even though *we* make good decisions with the information we get, THE STREET IS STILL A HOSTILE ENVIRONMENT. Even if we establish direct eye-to-eye contact, we may still be hurt or even killed. The street was made for high-speed vehicles, *NOT FOR PEOPLE*.

2. Begin as in Activity 1. Add a *simulated demonstration* of eye-to-eye communication.

   Explain that you and another student will demonstrate how to use eye-to-eye communication.

   Choose one student and give these directions: "Watch my eyes. I will look at many spots near you and *directly* at your eyes. When I look directly at your eyes say NOW!" Then demonstrate eye-to-eye communication.

   Divide students into small groups and have them practice as demonstrated above. Move to each group and be sure they are establishing *direct* eye-to-eye contact.

   When groups have completed practice, discuss the demonstration in terms of *eye-to-eye* communication.

   Then have students explain the meaning of eye-to-eye communication. Show transparencies B and C. Have students tell exactly how to use direct eye-to-eye contact for each situation.

3. Begin as in Activity 1. Prepare for a *walking tour* to a nearby intersection. (You may wish to secure one or two parents as volunteers to accompany the group.)

   Take a walking tour to a nearby intersection. Instruct students to stay with the group and walk in an orderly manner. While at the intersection, students will stand *well back* from the curb (so they won't disrupt traffic).

   Review with students the importance of communication and predictability, and have them note highway user behavior which shows this. Review the eye-to-eye communication technique, then select a group of 3 or 4 to *accompany* you in crossing the street. The other students will remain *well back* from the curb and observe what happens when you and the small group practice eye-to-eye communication in crossing the street.

   Upon returning to the classroom, have students discuss the observation. Emphasize the *importance* of looking directly at the drivers' eyes and making sure that they see you.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Distribute copies of the unfinished poem "Look Eye-to-Eye." Students decide what words they will use to complete each line.

5. Use the eye-to-eye technique demonstrated in Activity 2. Prepare students to play a *game*

EYE-TO-EYE GAME

Number of players: 10 to 15
Location of play: Classroom or playground

Procedure:

1. One student is *IT*.

2. Object of play is for the other 10 or 15 players to determine with which player *IT* has established direct eye-to-eye contact (is *looking directly at the eyes* of another player).

   For example: *IT* may look at the belt, buckles, ears, shoes, elbows, etc., of other players before looking directly into the eyes of one player.

   Players say nothing until *IT* says *NOW*, then the players try to determine with which student eye-to-eye contact was established.

3. The first student to correctly guess the contacted person becomes the new *IT*.

4. Play continues.

SUMMARY

Remember that *you* are responsible for your safety as a pedestrian. If you want to make good decisions in a traffic situation, you need to communicate with others. Direct eye-to-eye contact with the drivers of vehicles helps you, and them, to communicate and to be predictable.

ASSESSMENT PROCEDURE (OPTIONAL)

Ask students to describe (or demonstrate, if you have a simulated street corner*) and explain the importance of the eye-to-eye communication technique. If time is a problem, you may want to assess only a sample of your class to determine how well your students achieved the objective. If so, select eight to ten students to take the assessment exercise. For this lesson, select numbers 31, 18, 19, 32, 14, 22, 27, 30, 1, 9, and 20 from your attendance list. Use the order given until you have enough students. Score, record, and give help where needed.

*See "Directions For Setting Up A Simulated Street Corner."

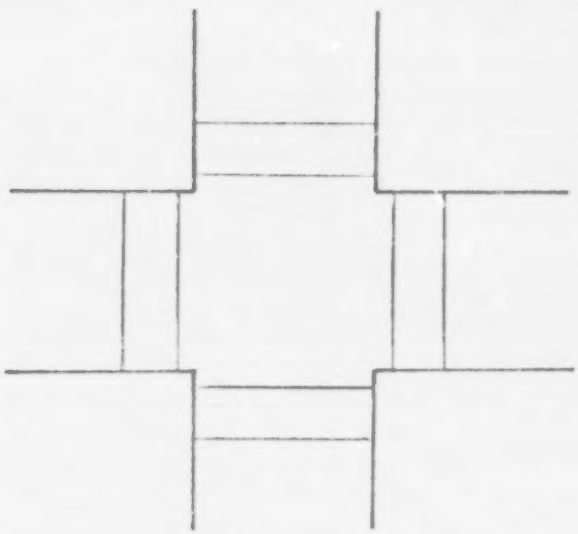
DIRECTIONS FOR SETTING UP A SIMULATED STREET CORNER

Masking tape or chalk can be used for setting up a simulated street corner in your classroom. (The gym or playground may also be used if there is a problem of classroom space).

The street corner should include crosswalks that are either drawn with chalk or laid out with white tape. The street corner should resemble the one shown below. The dimensions provided are suggested. However, select those dimensions that best suit your situation.

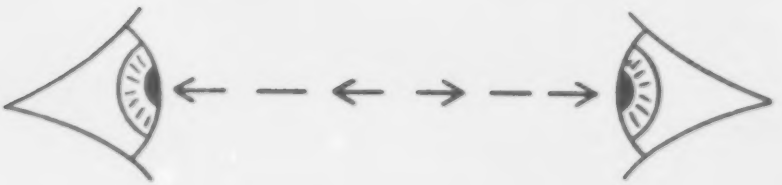
Suggested minimum dimensions: (approx.)

Street width - 12' (3.5 m)
Crosswalk width - 3' (1 m)



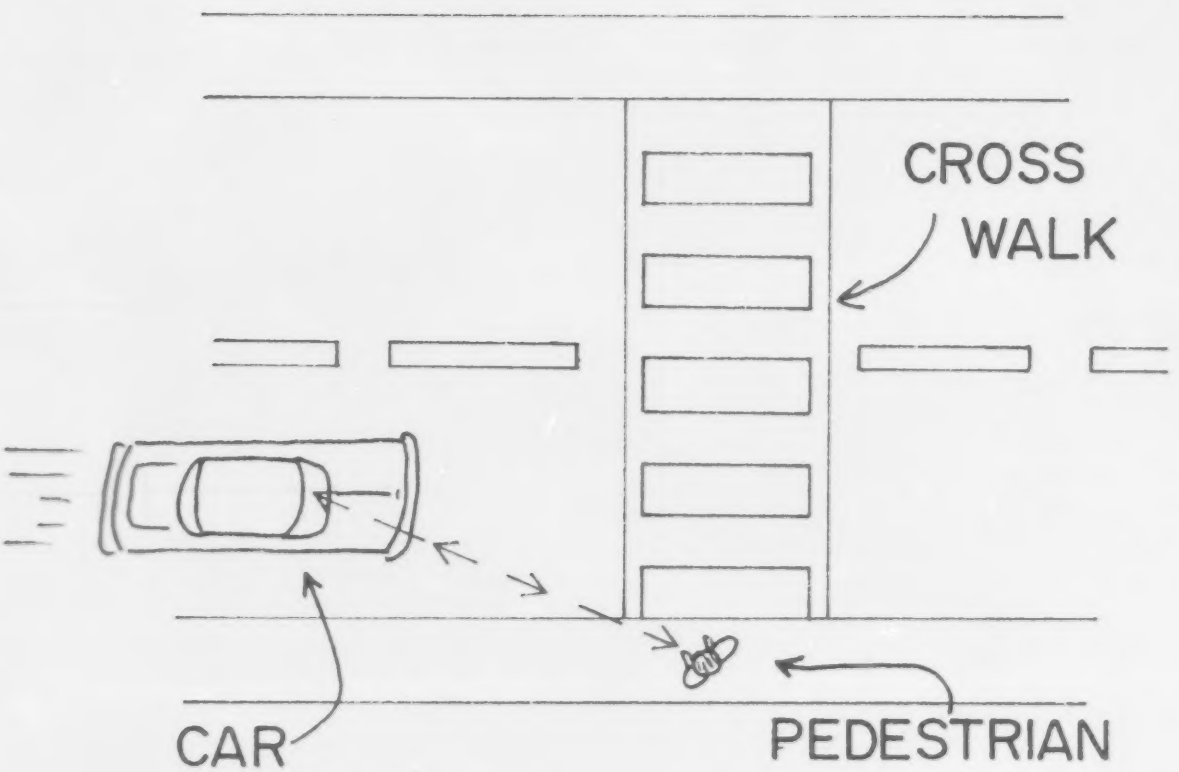
A

EYE-TO-EYE COMMUNICATIONS



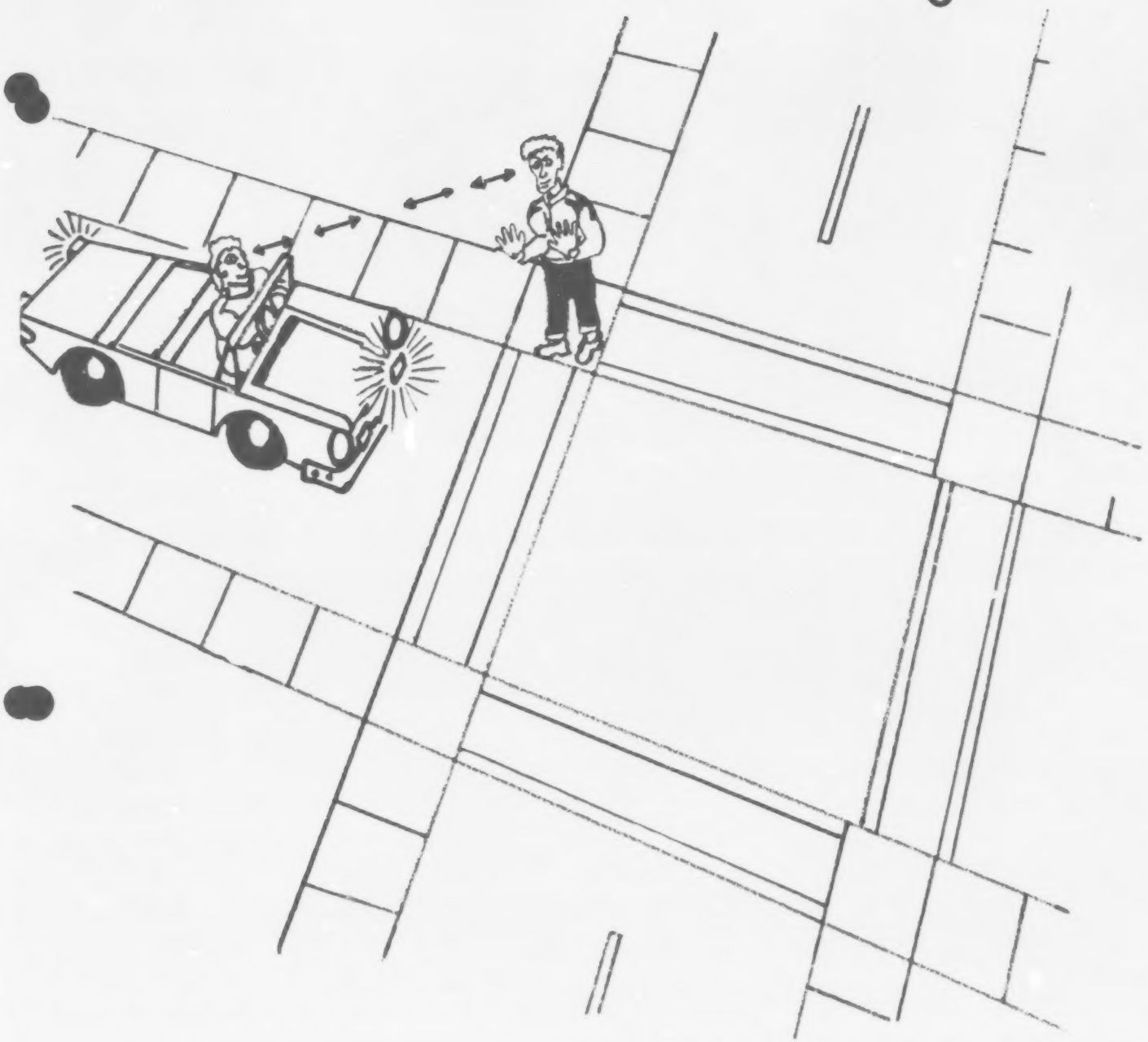
IT MEANS:

- LOOK AT THE OTHER PERSON'S EYES.....
- SEE IF HE SEES YOU!



IF THE DRIVER ISN'T LOOKING AT YOU, HE MAY NOT KNOW YOU ARE THERE. GUESS WHO MIGHT GET RUN OVER?

C



DO NOT STEP OFF THE CURB UNLESS YOU ARE SURE THE DRIVER IS LOOKING RIGHT AT YOU. IF YOU DO, THERE MAY BE ONE LESS PEDESTRIAN... YOU !!

PD-VI87

LOOK EYE-TO-EYE

A safe pedestrian looks eye-to-_____

With drivers who are passing _____.

It's better to know if they see _____

Than start the day all black and _____.

KEY

LOOK EYE-TO-EYE

A safe pedestrian looks eye-to-*eye*

With drivers who are passing *by*.

It's better to know if they see *you*

Than start the day all black and *blue*.

PASSENGER SAFETY – SIXTH GRADE

"BASIC SAFETY CONCEPTS AND THE SPECIAL VEHICLE PASSENGER"

OBJECTIVE THREE

Given pictures of special vehicles the student will:

a. *identify* the correct passenger location;

b. *describe* the correct passenger procedures;

c. *describe how* a passenger uses the decision-making process (I.P.D.A.), communication, and predictability when riding in or on special vehicles.

NOTE: Either Fourth Through Sixth Grades, "Traffic Safety Concepts," Lessons One, Two, and Three, or other instruction on the street as a hostile environment, the decision-making process (I.P.D.A.), and predictability and communication, should be completed before this lesson.

KEY POINTS

1. Passengers and the traffic safety concepts:

   a. The street is a *hostile environment* for passengers because the vehicle they are riding in can be involved in an accident and the passengers can be hurt or killed.

   b. Passengers can use the decision-making process (I.P.D.A.) to assist the driver to be safer in traffic situations and to help themselves to be safer when entering, riding in or on, and exiting special vehicles.

   c. Passengers can communicate to the driver about conditions that were unnoticed.

   d. Passengers are predictable when they follow the correct procedures of entering, riding in and on, and exiting special vehicles.

2. The proper passenger *procedures and passenger location* for *campers* and *motor homes*:

   a. Step up into the vehicle.

b. Check for other people's hands and fingers before you close the door. Lock the door and leave it alone.

c. Make sure that all drawers and cabinet doors are closed tightly and that all loose objects are secured in place.

d. Select a proper (regular, attached) seat inside and remain seated for the trip.

e. After traveling, always let someone from the outside open the door.

f. Watch your step when leaving the vehicle.

3. A *travel trailer* is a complete *separate unit* attached by a trailer hitch to a car or truck. It is illegal and dangerous to ride in a moving trailer.

4. The proper passenger procedures and passenger location for *motorcycles* or *motor-driven cycles* (i.e., minibikes):

   a. The motorcycle must be equipped with a rear seat or side car and provide separate footpegs for a passenger.

   b. A passenger should never ride side saddle. One should sit astride the motorcycle seat.

   c. Hold on to the driver's waist while in motion.

   d. Keep feet on the passenger footpegs at all times.

   e. Lean in the same direction as the driver.

   f. Wear a helmet to guard against head injuries.

   g. Wear protective clothing; i.e., a long coat; long, snug, padded pants; and heavy shoes or boots.

   h. Ride with a skilled, experienced, safe driver. Don't ride with one you think shouldn't drive or one you think doesn't drive well.

5. In a *pickup truck*, whenever possible ride in the cab. If it is necessary to ride in the back, sit on the floor and lean against the cab.

6. The proper passenger procedures and passenger location for *snowmobiles*:

   a. Sit on the proper seat behind the driver.

   b. Place feet on the running board.

   c. Hold on to the waist of the driver.

   d. Wear the appropriate clothing; i.e., a warm hat, mittens or gloves, boots, heavy coat, and eye protection.

   e. Ride with a skilled, experienced, safe driver. Do not ride with a person you think should not drive the vehicle or whom you think doesn't have the ability to drive.

MATERIALS NEEDED

Make transparencies of masters A through D. Obtain overhead projector. (Activity 1 and 2)

For each student make a ditto copy of "A Special Vehicle Passenger: Observation Guidelines." (Activity 1, 2, and 3)

For each student make a ditto copy of the Assessment. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Explain that as passengers riding on or in special vehicles, (campers, motor homes, motorcycles, motor-driven cycles, pickup trucks, and snowmobiles), we have fewer decisions to make than we do as pedestrians or bicyclists. The street, however, remains a *hostile environment* and it is possible for passengers to be hurt or killed there. To be safer we need to know the proper *procedures* for riding in or on these vehicles and determine how we can use basic traffic safety concepts (*decision making*, *predictability*, and *communication*) to lower our chances of being hurt.

   Using transparencies A through D, discuss the proper *procedures* and *passenger location* for riding in or on each of the special vehicles. Discuss *how* the *decision-making process* (I.P.D.A.), *predictability*, and *communication* are used in the procedures. (See back of the transparency masters and the front and back of "A Special Vehicle Passenger: Observation Guidelines" for ideas.)

2. Begin as in Activity 1. Add a *simulated demonstration*.

   Have students arrange chairs to illustrate seating places in the special vehicles. (See the transparency masters for seating ideas.) Give each student a copy of "A Special Vehicle Passenger: Observation Guidelines." Review the guidelines with students then give each small group a situation to demonstrate. (Situations are provided with this lesson. See "A Special Vehicle Passenger: Demonstration Situations.") After a brief planning period, have each group use a simulated vehicle seating arrangement to demonstrate their situation. As each group demonstrates their situation, the other students will use "A Special Vehicle Passenger: Observation Guidelines" to see if the simulation is performed correctly.

   Following each demonstration, have students discuss passenger behavior and use of the *decision-making process* (I.P.D.A.), communication, and predictability. (See the back of "A Special Vehicle Passenger: Demonstration Situations" for ideas.)

3. Begin as in Activity 1. Prepare students to complete an over-the-weekend *observation* of passenger behavior on or in special vehicles.

   Distribute copies of "A Special Vehicle Passenger: Observation Guidelines." Discuss the directions with the students. Following the weekend observation period have students

share what they observed about special vehicle passenger behavior. Discuss how the *decision-making process, communication,* and *predictability* were shown (or not shown) in the observed passenger actions.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

4. Using tagboard, have students create flat models of special vehicles. Place these on the bulletin board and have students explain the *right thing to do in or on each* vehicle and place people in the *proper passenger location* on each.

5. Have students write poems in triplet form.

   Triplet form has 3 lines.

   line 1 – Asks a question.

   line 2 – Answers the question.

   line 3 – States the location or action.

For example:

Motorcycle

1st line – How do I ride?

2nd line – Hold on tight.

3rd line – As behind the driver I ride.

SUMMARY

Remind the students that for a passenger to be safe in the *hostile* street environment, the decision-making process (I.P.D.A.) must be used, communicate, be predictable, and follow proper procedures and rules. While riding in or on special vehicles, you should make sure you are riding with an experienced driver, that the vehicle is equipped properly to carry passengers, and that you have the proper protective clothing. Then select the proper place to sit and obey all safety laws and rules. If you sit in the correct passenger place and follow the correct passenger procedures, then you can enjoy your special vehicle and you will be much safer.

ASSESSMENT PROCEDURE (OPTIONAL)

For each picture of a special vehicle, have the student place "X" to identify the correct passenger location. Have the student describe (either orally or in writing, on the back side of the assessment sheet) the correct passenger procedures for each special vehicle. Then have the student select one special vehicle and describe orally how a passenger uses the decision-making process (I.P.D.A.), communication, and predictability when entering, riding in or on, and exiting a special vehicle. An assessment key is provided. To achieve the objective, the student will correctly identify four of the five passenger locations; correctly

describe the proper procedures for four of the five vehicles; and correctly describe for one special vehicle how a passenger uses the decision-making process, communication, and predictability. Score, record, and give help where needed.

A SPECIAL VEHICLE PASSENGER: OBSERVATION GUIDELINES

Directions: When observing passenger behavior in entering, riding in or on, exiting special vehicles, and helping the driver, look for the following actions that indicate the passenger is using the decision making process (I.P.D.A.), communicating to others, and being predictable as he follows the rules and procedures listed below:

CAMPERS AND MOTORHOMES

a. Waits for vehicle to be completely stopped.
b. Steps up into the vehicle.
c. Checks to be sure no hands or fingers are in the door before closing it.
d. Locks door and leaves it alone.
e. Makes sure drawers and cabinet doors are closed tightly and all loose objects secured in place.
f. Selects a proper (regular, attached) seat and remains seated as long as the vehicle is moving.
g. Lets someone outside the vehicle open the door when the vehicle stops.
h. Watches step when leaving the vehicle.

MOTORCYCLES AND MOTOR DRIVEN CYCLES

a. Rides only on vehicles which have a rear seat or side car and passenger footpegs.
b. Sits astride the seat.
c. Holds on to the driver's waist while in motion.
d. Keeps feet on passenger footpeg at all times.
e. Leans in the same direction as the driver.
f. Wears a helmet to guard against head injuries.
g. Wears protective clothing i.e., goggles, face shield or safety glasses, long sleeve coat, long, snug, heavy pants, and heavy shoes or boots.

PICKUP TRUCK

Whenever possible, passengers should ride in the cab. If it is necessary to ride in the back the passenger:

a. Sits on the floor and leans against the cab.
b. Remains seated as long as the truck is in motion.
c. Doesn't attempt to stand up or leave the vehicle until eye-to-eye contact has been established with the driver and you are sure he plans to remain stopped.

SNOWMOBILES

a. Sits on the proper seat behind the driver.
b. Places feet on the running board.
c. Holds on to the driver's waist.
d. Wears appropriate clothing i.e., a warm hat, mittens or gloves, boots, heavy coat, and eye protection.

TRAVEL TRAILERS

a. It is illegal and dangerous to ride in a moving trailer.

The following items state why the passenger is still in a hostile environment and suggests a few ways the passenger of special vehicles may utilize the decision making process, communication, and predictability.

1. Why are you, as a special vehicle passenger, in a hostile environment?

   Even though you are a passenger not a driver, the street still remains a dangerous place where high speed vehicles operate. You can still get hurt or killed there.

   a. Your driver could make a mistake.
   b. The vehicle you're riding in or on could be involved in an accident while you're riding in it.
   c. You could be thrown from the vehicle.
   d. Your fingers or someone else's could be injured by closing doors or windows.
   e. Inside motor homes and campers you could be hurt by opening doors or falling and flying objects or be thrown against sharp corners of cabinets, etc.
   f. If you are riding in off-the-road areas, the cycle or snowmobile could run into an object and overturn or crash, injuring or killing you.

2. How do you, as a passenger, use the decision making process?

   a. Riding a motorcycle

      (1) You identify that the cycle has a passenger seat and passenger footpegs.
      (2) You identify that there is an extra helmet.
      (3) You predict that you may use the helmet and are expected to sit astride the passenger seat with your feet on the footpegs.
      (4) You decide to wear the helmet and sit carefully astride the seat with your feet on the footpegs.
      (5) You act upon your decision by putting on the helmet, sitting astride the passenger seat, and putting your feet upon the footpegs.

   b. Other decision making processes could include:

      · entering, riding in, and exiting the back of a pick-up truck.
      · deciding whether the driver is skilled, experienced, and safe for you to ride with as a passenger.
      · carrying objects in the camper, motorhome or truck.
      · entering the camper or motorhome.
      · riding in the camper or motorhome.
      · exiting the camper or motorhome.
      · mounting and dismounting a snowmobile or motor driven cycle.
      · riding on a snowmobile or motor driven cycle.

3. How do you, as a passenger, use predictability and communication with the driver of your special vehicle.

   a. Predictability

      (1) You lock doors.
      (2) You remain seated when the vehicle is in motion.
      (3) You do not attempt to enter or exit the vehicle until it is completely stopped.
      (4) You do not distract the driver.
      (5) You sit in the proper place or seat and remain seated.
      (6) When riding cycles or snowmobiles, you hold onto the driver's waist.

   b. Communication

      (1) You establish eye-to-eye contact with the vehicle driver to be sure he plans to remain stopped before getting up to leave the vehicle.
      (2) You quietly advise the driver of any dangers he may not see.
      (3) You help the driver if it is hard for him to see everything.
      (4) You establish eye-to-eye contact with nearby persons before opening and closing doors.

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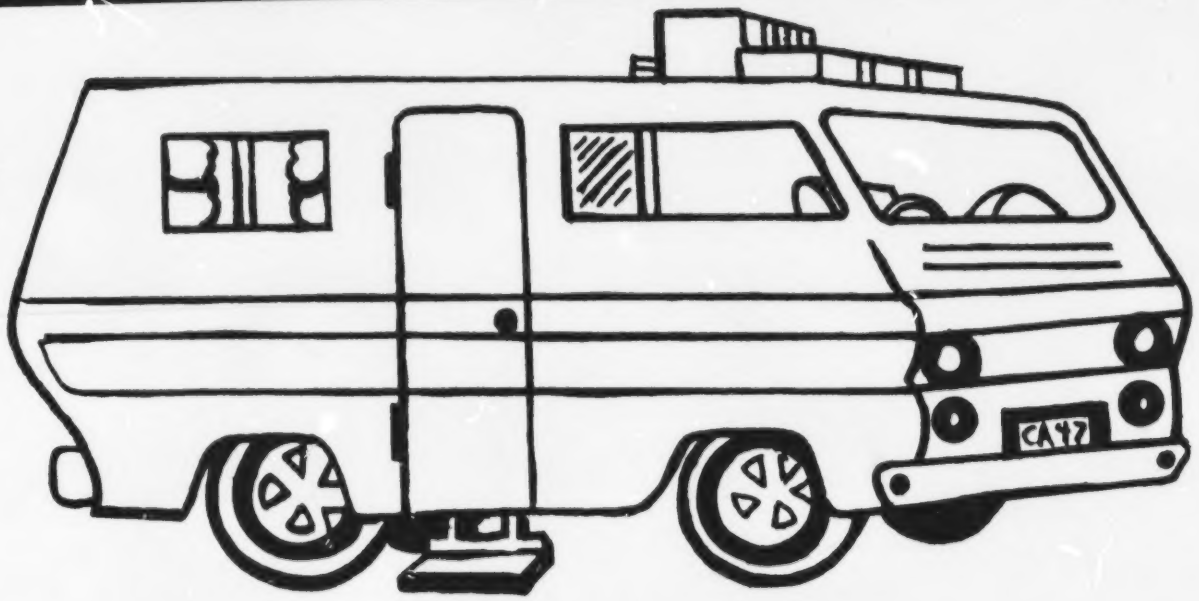
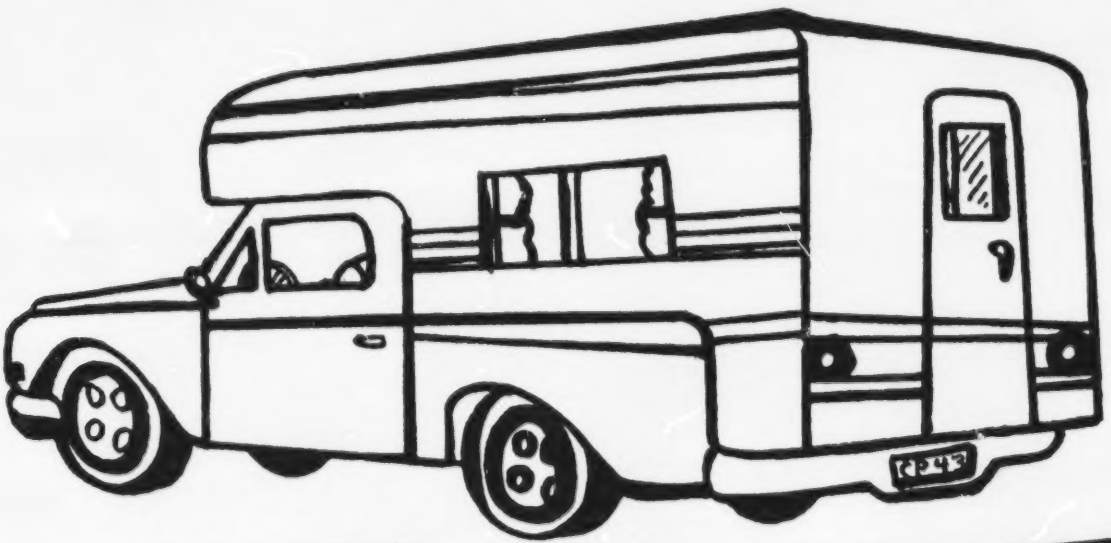
*Eye-to-Eye Contact: Look directly at their eyes. Do they look at yours and do they see you?





RIDING IN CAMPERS AND MOTOR HOMES

Procedures:

1. Step up into vehicle.
2. Close and lock doors.
3. Make sure all drawers and cabinet doors are closed tightly and all loose objects secured in a place.
4. Select a proper seat.
5. Remain seated for the trip.
6. After traveling, let someone from outside open the door.
7. Watch your step when leaving the vehicle.

Location:

A proper place to sit is in a seat which is a *regular, attached seat* in the camper or motor home.

PS-VI

B

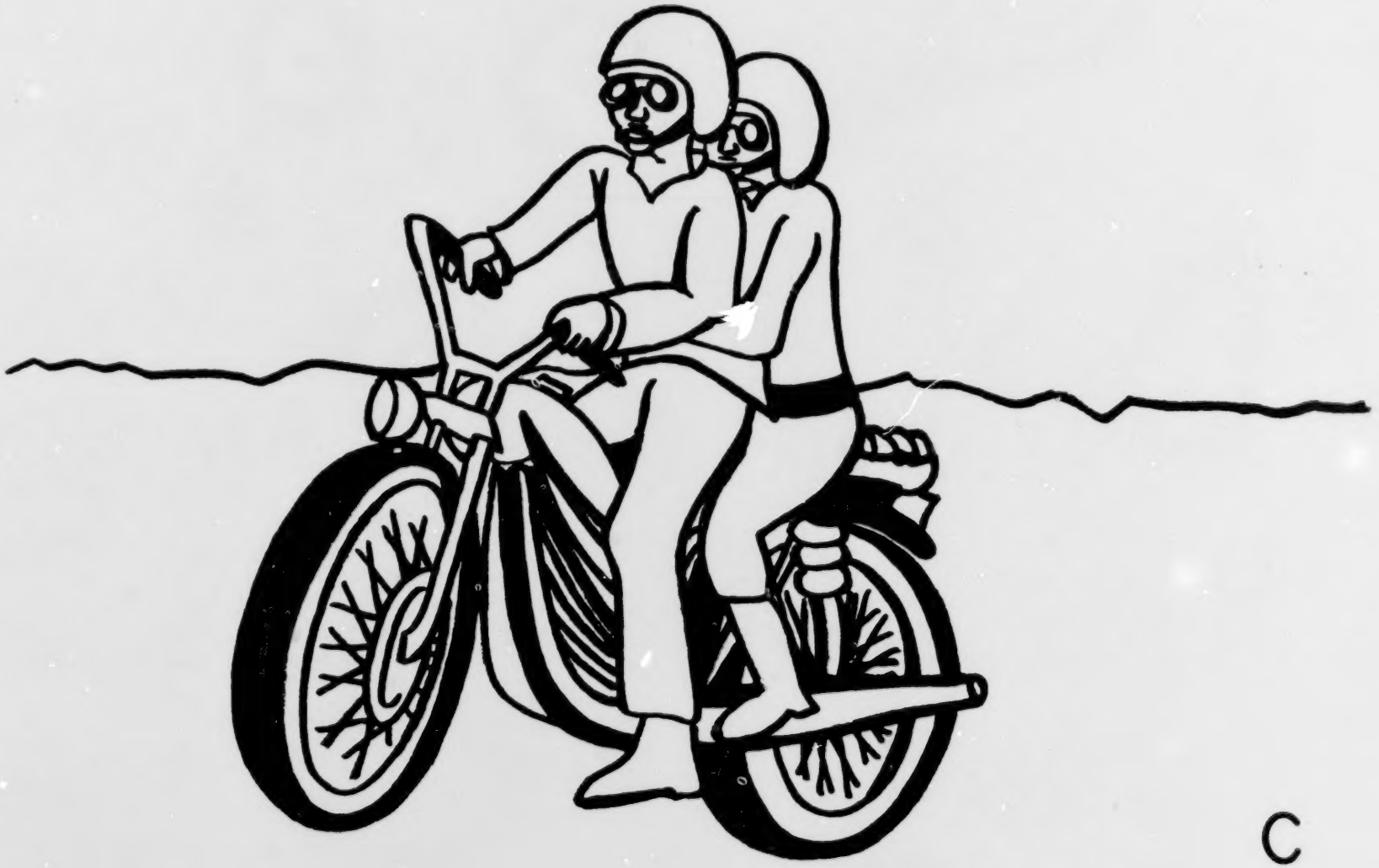
RIDING WHEN USING A TRAVEL TRAILER

Procedures:

A travel trailer is a completely separate unit attached by a trailer hitch to a car or truck. It is illegal and dangerous to ride in a moving trailer.

Location:

Ride in the car or truck, *never* in the trailer.



C

PS-VI

RIDING ON MOTORCYCLES OR MOTOR-DRIVEN CYCLES

Procedures:

1. The motorcycle must be equipped with a rear seat or side car.
2. Separate footpegs must be provided for the passenger.
3. The passenger sits *astride* the motorcycle seat not side saddle.
4. Hold onto driver's waist.
5. Keep feet on the passenger footpegs at all times.
6. Lean in the same direction as the driver.
7. Wear a helmet to guard against head injuries.
8. Wear eye protection.
9. Wear protective clothing.
10. Ride with a skilled, experienced driver.

Location:

Sit astride the motorcycle seat and behind the driver.

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RIDING IN A PICKUP TRUCK

Procedures and Location:

1. If possible ride in the cab.

2. It is very dangerous to ride in the back and should be avoided if at all possible. If you must ride in the back, sit on the floor and lean against the cab.

A SPECIAL VEHICLE PASSENGER:

DEMONSTRATION SITUATIONS

A. ENTERING A CAMPER OR MOTOR HOME

Who: 2 or more passengers and a driver.

Where: Driveway of a home.

What: The camper or motor home is parked in the driveway. The passengers want to get in. What should they do?

B. ENTERING A PICKUP TRUCK

How: 2 cab passengers, 1 driver, and 3 passengers for the bed of truck.

Where: A pickup truck has just driven up to the curb and stopped.

What: Pedestrians are waiting to get in the cab and the back of the truck. What should they do?

C. RIDING A MOTORCYCLE

Who: 1 passenger and a driver.

Where: On a cycle moving along the street.

What: The driver moves the cycle down the street. The passenger sits on the passenger seat. What should the passenger do?

D. GETTING ON A SNOWMOBILE

Who: 1 passenger and a driver.

Where: On a forest trail or rural pathway.

What: A driver is ready to move the snowmobile along the trail. The passenger wants to get on the passenger seat and ride. What should the passenger do?

The following suggests procedures and processes to be used in the demonstration situations.

Situation A: ENTERING A CAMPER OR MOTOR HOME

Establish eye-to-eye contact with the driver. Make sure the driver is not going to move the camper or motor home. Use *eye-to-eye communication** before you open or close the camper door, making sure not to catch anyone's fingers. Step up or down one step at a time into the vehicle. Lock the door and leave it alone. Make sure all cabinet doors and drawers are closed tightly. Check to be sure all loose objects are secured in place. Find a proper (regular, attached) seat and remain seated as long as the vehicle is in motion.

Situation B: ENTERING A PICKUP TRUCK

Identify that the pickup truck has come to a complete stop before touching the door handle or moving toward the truck bed. Enter the vehicle from the curb side, using eye-to-eye communication to identify that nearby persons are out of danger and that you can safely open and close the cab door. Two passengers may ride in the cab. The rest will ride in the rear portion, behind the cab. Climb carefully into the truck bed. Move to just behind the cab, sit down, and lean against the cab. Remain seated here throughout the journey.

Situation C: RIDING A MOTORCYCLE

Hold on to the driver's waist. Keep your feet on the footpegs. Lean in the same direction as the driver. Do not distract the driver.

Situation D: GETTING ON A SNOWMOBILE

Identify that the vehicle is not moving. Establish *eye-to-eye communication* with the driver to learn if the driver plans to stay stopped until you're on. Make sure you are wearing a helmet and eye protection and that your clothing fits snugly. Climb astride the passenger seat, put your feet on the running board, and hold on to the driver's waist.

*The eye-to-eye contact technique is taught in Sixth Grade "The Pedistrian and Eye-to-Eye." If review of the technique is needed refer to that lesson for ideas.

MOTORCYCLES AND SNOWMOBILES

INFORMATION SHEET

MOTORCYCLES

Motorcycle riders have hazards that car riders do not.

VISIBILITY:

Because they are smaller in relation to other highway vehicles, the motorcycle and riders are not as easily seen by other vehicle drivers.

STABILITY:

Because the motorcycle has only two wheels, it takes considerable skill for the driver to safely control it through steering and balance. Carrying a passenger increases the control problems of a motorcycle driver.

PROTECTION:

Because motorcycle riders lack the protection of a car body in an upset or collision, they must be sure to wear the proper protective clothing.

a. An approved helmet properly protects the head in case of an upset.

b. The goggles or face shield mainly protect the eyes and face from insects and dirt which can fly into the eyes and cause the motorcycle driver to lose control of the motorcycle.

c. Heavy jacket and pants to protect from chill winds and save skin in case of an upset. Loose clothing allows wind and insects to go inside and get caught.

d. Heavy shoes offer protection from flying gravel, dirt and other materials on the road and tend to protect the feet in case of an accident.

e. Brightly colored clothes make rider and motorcycle more easily seen.

MOTORCYCLE PASSENGER RULES:

1. Ride only with a skilled, experienced driver.

2. Wear proper clothing.

3. Sit only on the passenger seat behind the driver. Never ride sidesaddle.

4. Keep your feet on the passenger footrests at all times to maintain balance and protect legs. Avoid contact with the hot muffler.

5. Hold on to the handhold, if there is one, while the motorcycle is in motion. Otherwise, hold on to the driver's waist, hips, or midsection.

6. Always lean in the same direction as the driver. This helps him to balance and control the motorcycle.

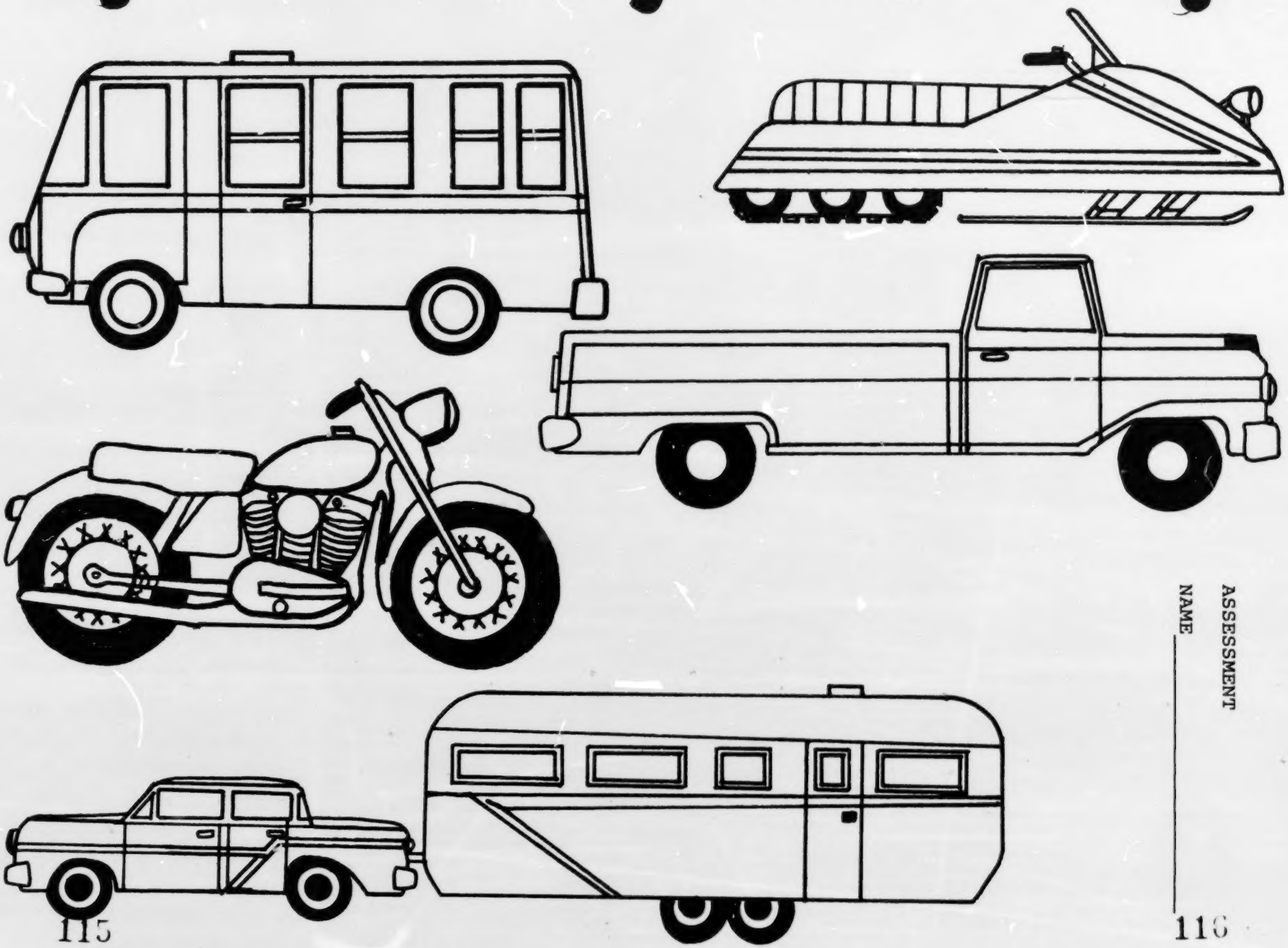
7. Stay alert to changing conditions-watch for sudden stops or turns, gusts of wind, cars turning in front of you, etc.

SNOWMOBILES

Snowmobile riders have many of the same problems that motorcycle riders do with STABILITY, lack of VISIBILITY, and lack of PROTECTION. (See above)

The same types of clothing are recommended. In addition, speed and weather conditions make warm, waterproof clothing a must. Insulated clothing is best.

The same passenger rules apply as for motorcycle riders: Ride with an experienced driver, wear proper clothing, sit properly, lean with the driver, etc. Feet should be put on the runners. Never extend feet to the side to balance the snowmobile. Ride only on snowmobile trails. The noise of the snowmobile might prevent the driver from hearing cars, trains, etc. Riding only on snowmobile trails prevents collisions with skiers, fences, trees, etc.



ASSESSMENT

NAME _____

ASSESSMENT KEY NAME _____

CAMPER AND MOTOR HOMES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

TRAVEL TRAILER

1. _____

PICKUP TRUCK

1. _____

MOTORCYCLES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

SNOWMOBILES

1. _____
2. _____
3. _____
4. _____
5. _____

ASSESSMENT

NAME _____ KEY _____

ASSESSMENT KEY NAME KEY

CAMPER AND MOTOR HOMES

1. Step up into vehicle.
2. Close and lock doors.
3. All drawers and cabinet doors are closed tightly and all loose objects secured in a place.
4. Select a proper seat.
5. Remain seated for the trip.
6. After traveling, let someone from outside open the door.
7. Watch your step.

TRAVEL TRAILER

1. It is illegal to ride in a travel trailer.

PICKUP TRUCK

1. Ride in the cab.

MOTORCYCLES

1. Wear a helmet and eye protection.
2. Wear protective clothing.
3. Ride on the rear seat or side car.
4. Place feet on footpegs.
5. Sit astride the seat.
6. Hold onto driver's waist.
7. Lean in the same direction as the driver.
8. Ride with a skilled driver.

SNOWMOBILES

1. Sit behind the driver.
2. Place feet on running board.
3. Hold on to driver's waist.
4. Wear protective clothing.
5. Ride with a skilled driver.